

MUSIC

CONTENT AND PROGRESSION PLANNING

KEY STAGE 2

MUSIC SKILLS	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
SINGING	Echo games, patterns on two notes Match shape of a tune showing pitch Prepare children to take a breath before starting to sing Introduce folk songs/songs from other countries Develop good pitch and diction Learn simple rounds	Introduce folk songs/songs from other countries Develop good pitch and diction Learn simple rounds Develop good breathing and phrasing Explore different kinds of songs i.e. lullaby, sea shanty	Expand repertoire from different cultures, musical theatre, different times and places Explore use of dynamics within a song Accompany song with ostinato More complex songs i.e. octave leap Consider the structure of well known songs	Explore use of dynamics within a song Accompany song with ostinato More complex songs i.e. octave leap Consider the structure of well known songs 2 part singing and descants
PLAYING	Explore a range of instruments in musical question and answer games Control playing an instrument to keep a steady beat/rhythm Control instruments whilst playing with others Play individual part in a group piece Recorders/ukulele/keyboard lessons	Play from symbols to indicate fast/slow/loud/quiet Devise signs to represent fast/slow/loud/quiet and play from them controlling their instruments Play from score following conductor Play drone to accompany song Recorder/ukulele/keyboard/guitar	Play from score following conductor Play drone to accompany song Expand range of instruments for children to play Brass/Percussion/Woodwind/Violin Develop technical skills on certain instruments ie 2 beaters/recorders Use dynamics and tempo in playing Play rhythmic accompaniment to song	Use dynamics and tempo in playing Play rhythmic accompaniment to song Learn to play keyboards Play tuned instruments to accompany a song with ostinato/chords Option to specialize on an instrument
LISTENING	Listen for steady beat in music and move accordingly Recognize sound made by simple percussion and develop vocab to describe it Identify /discuss tempo and dynamics Discuss their own music and music of well known composers Copy rhythms accurately match same sounds	Discuss music they have created as well as music of well known composers Create symbols to represent sound heard Use musical terms to describe music Identify and respond to the mood of a piece of music Identify patterns in a piece of music Recognize families of orchestral instruments	Discuss music they have created as well as music of well known composers Recognize families of orchestral instruments Distinguish between solo and orchestral instruments Recognize form in music i.e. verse and chorus Listen for and identify main theme in piece of music i.e. leitmotif Distinguish between music from different times and places	Distinguish between solo and orchestral instruments Recognize form in music i.e. verse and chorus/Rondo Listen for and identify main theme in piece of music Distinguish between music from different times and places Discuss how composers use their ideas in their music
COMPOSING	Explore pitched instruments in their composition Question and answer games with partner using tuned/untuned instruments Create rhythmic patterns using symbols Use layers of sound in composition Compose piece with beginning and end Songwriting – rap	Question and answer games with a partner using tuned/untuned instruments Create rhythmic patterns using symbols Use layers of sound in composition Compose piece with beginning and end Choose instruments to represent certain sounds Create music with extended range of instruments Song-writing – verse/rap/with drone/ostinato	Create music with extended range of instruments Use ostinato/rhythm patterns in composition Compose using keyboards/ i-pads – Garage band Create drone /ostinato to accompany song Introduce Pentatonic Scale (CDEGA) Songwriting – Verse/chorus/rap/intro/outro	Create drone /ostinato to accompany song Introduce Pentatonic Scale (CDEGA) Compose using keyboards / i-pads – Garage band – drum pads/guitar app/use of jam sessions Compose a rap Design and create a piece of music that has a complete shape/form ABA /ABACA Songwriting – Complete structure with middle 8/round/war songs /raps/
PERFORMING	Accompany a song in performance Perform as groups in movement and dance in response to music Conduct a graphic score Create and perform to each other and to whole class	Perform as groups in movement/dance in response to music Conduct a graphic score Create and perform to each other /class /other classes Perform from rhythmic notation Perform accompaniment to song using dynamics	Perform from rhythmic notation Perform accompaniment to song using dynamics Create, rehearse and present their own composition to class-whole school- public performance Perform from melodic notation	Create, rehearse and present their own composition to class-whole school- public performance Perform from melodic notation Conduct a performance
MUSICAL NOTATION	Use different symbols for different instruments Begin to play from a simple graphic score linked to a story/scene/poem Write down symbols learned so far for others to interpret and play	Begin to play from a simple graphic score linked to a story/scene/poem write down symbols learned so far for others to interpret and play refine symbols to relate to the actual sound made	Play from layered score i.e. graphic notation Use conventional symbols for writing rhythms Use staff notation – as a single line stave Use 3 line stave to illustrate high/middle/low Create layered score using symbols learned so far	Use 3 line stave to illustrate high/middle/low Create layered score using symbols learned so far Use conventional symbols to show dynamics Use staff notation Create layered score using staff notation
USING PIECES OF MUSIC				