

MUSIC in KEY STAGE TWO		
NC Programme of Study	Skills	
	Lower Key Stage 2	Upper Key Stage Two
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>Sing with increasing pitch accuracy, expression and awareness of phrase. Sing songs in a variety of styles with good control of breathing, tuning and diction. Sing call and response songs. Chant or sing a round in 2 parts, maintaining own part. Sing a solo or as part of a group. Imitate increasingly longer phrases with accuracy. Perform rhythmic and melodic phrases by ear and from notation. Copy a short melodic phrase by ear on a pitched instrument. Maintain rhythmic or melodic ostinato with others and to a steady beat. Perform on a range of percussion instruments in groups. Play tuned percussion instruments to improvise/accompany songs. Begin to read and play from traditional notation including rests. Practise and refine performances for an audience. Maintain own part with awareness of others. Play from graphic symbols and traditional notation. Follow a conductor: stop/start, faster/slower, louder/quieter.</p>	<p>Sing with awareness of phrasing, tempo, dynamics reflecting the character of the song. Sing two/three part rounds. Perform a song from memory with attention to phrasing, dynamics, accuracy of pitch. Sing confidently in a variety of styles with awareness of tone, communicating the meaning and mood of the song. Play melodies by ear and from notation on pitched instruments. Combine instrumental playing with narrative. Perform with awareness of different dynamics and tempo. Use an audio/video recorder to record performances and compare work in progress with performance. Play music in a metre of two or three time. Perform own compositions to an audience. Read and play from graphic or conventional notation. Play a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble Identify roles within a performance, e.g. leading, solo part, rhythmic support.</p>
<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	<p>Explore duration (longer/shorter), dynamics (louder/quieter), tempo (faster/slower), pitch (higher/lower), timbre (different sound qualities) with instruments and voices. Explore how sounds can be used to create particular effects Explore how different sounds and instruments can represent pictures, moods and places. Compose rhythm patterns for compositions/to accompany songs. Perform a sequence of sounds from a graphic score.</p>	<p>Explore textures by layering rhythmic or melodic patterns. Explore chords: major/minor. Explore different groupings of beats (metre of 2, 3 and 4) Explore characteristics of different styles, e.g. 12 bar blues Compose/arrange music for different occasions, e.g. for a procession or a battle. Compose music to convey a mood, time or place using appropriate musical devices.</p>

	<p>Compose words and actions for a song.</p> <p>Compose simple accompaniments to songs using ostinato and drone</p> <p>Compose pentatonic melodies.</p> <p>Compose music that uses repetition or echo.</p> <p>Choose and combine sounds to represent a place/create a mood.</p> <p>Sequence graphic symbols to make a simple score.</p>	<p>Create melodies that use steps and leaps.</p> <p>Combine melodic and rhythmic patterns in a composition.</p> <p>Create a simple song with a verse and chorus structure.</p> <p>Use a range of symbols to record compositions.</p> <p>Arrange a song using tuned and un-tuned accompaniments.</p> <p>Improve own compositions after discussion.</p>
<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and great composers and musicians develop an understanding of the history of music 	<p>Listen with attention to detail and perform parts by ear.</p> <p>Be a good audience member by listening with concentration.</p> <p>Listen to different kinds of music and suggest a purpose for musical extracts.</p> <p>Describe music using the interrelated dimensions of music, e.g. identify changes in the tempo and dynamics of the music.</p> <p>Recognise some familiar instrumental sounds in recorded music; piano, guitar, drums etc.</p> <p>Recognise aurally the percussion instruments and orchestral instruments used in school.</p> <p>Identify orchestral families of instruments, e.g. brass, woodwind, strings, percussion.</p> <p>Listen and respond to music in different ways.</p> <p>Suggest improvements to group compositions.</p> <p>Recognise music from different times and countries identifying key elements.</p> <p>Identify features such as repeated rhythmic or melodic phrases and repetition in the structure of the music (chorus)</p>	<p>Comment on the effects the composer achieves in the music.</p> <p>Compare music of contrasting styles and genres using appropriate vocabulary.</p> <p>Use musical vocabulary to suggest and make improvements to compositions saying how well intended effects have been achieved.</p> <p>Listen and respond to music through art/graphic symbols.</p> <p>Identify whether a song has a verse/chorus or call and response structure.</p> <p>Identify the use of metre in 2 or 3 in a piece of music.</p> <p>Use musical language and knowledge to talk about music from a variety of times, places, traditions and cultures, identifying the similarities and differences and showing some understanding of the history of music and different cultures.</p> <p>Suggest musical improvements to their group compositions.</p> <p>Talk about how the music shows the time and place it was written</p> <p>Recognise musical devices, e.g. ostinato, chords, canon.</p> <p>Distinguish between the timbre of a wide variety of instruments.</p>
<ul style="list-style-type: none"> use and understand staff and other musical notations. 	<p>Notate rhythm patterns using stick notation (ta, te te, tiri tiri)</p> <p>Use symbols to represent sounds.</p> <p>Create graphic symbols.</p> <p>Notate simple melodies using rhythm sol fa.</p> <p>Create and follow graphic scores.</p>	<p>Recognise and use simple staff notation.</p> <p>Notate simple and compound rhythm patterns.</p> <p>Recognise crotchets, rests, quavers, semi-quavers and minims.</p> <p>Create and follow graphic scores showing texture, dynamics, duration, timbre.</p>

KS2 Progression of Skills within the inter-related dimensions of music	
Pulse	<p>I can compare the speed of the pulse of songs and music.</p> <p>I can change the speed of the pulse.</p> <p>I can feel the strong beat.</p> <p>I can group the pulse in 2's, 3's, 4's or 5's.</p> <p>I can conduct the beat in 2, 3 or 4 time.</p>
Rhythm	<p>I can copy, identify and notate ta and te te rhythms using stick notation.</p> <p>I can improvise and compose 4 beat and 8 beat rhythm phrases.</p> <p>I can combine pulse and rhythm and show that rhythm is the sub-division of the beat.</p> <p>I can recognise the ta rest in songs.</p> <p>I can compose a 2 or 3 phrase rhythm pieces in AB or ABA structure.</p> <p>I can copy and identify semi-quaver (tiri tiri) rhythms.</p> <p>I can notate crotchet, quaver and semi-quaver rhythms using stick notation.</p> <p>I can recognise and perform a rhythm canon.</p> <p>I can read and perform two-part rhythms.</p> <p>I can recognise and use the minim beat.</p> <p>I can begin to recognise and notate compound time rhythms (beat is sub-divided into 3).</p>
Pitch	<p>I can show pitch intervals with actions and sol fa hand signs.</p> <p>I can recognise and improvise l-s-m melodic patterns.</p> <p>I can recognise and improvise m-r-d melodic patterns (trichord: B, A, G/ E, D, C).</p> <p>I can use rhythm sol fa to notate melodic patterns (pitch name under the stick notation).</p> <p>I can show pitch intervals on a staff (hand/finger staff before written staff).</p> <p>I can recognise and improvise l-s-m-r-d melodic patterns (pentatonic melodies)</p> <p>I can improvise using s-f-m-r-d and l-s-f-m-r-d pitches (doh pentachord and hexachord)</p> <p>I can recognise and play notes and melodic patterns on a staff.</p> <p>I can recognise and play the notes of major and minor triads.</p>
Timbre	<p>I can identify families of instruments e.g. woodwind, brass, strings, percussion.</p> <p>I can choose appropriate sounds to represent ideas and given intentions (soundscapes).</p> <p>I can identify the sound of some orchestral instruments.</p> <p>I can use a variety of sound qualities on instruments and use timbre for effect.</p> <p>I can recognise the sound of some world instruments, e.g. djembe drum, sitar, tabla.</p>
Texture	<p>I can combine pulse and rhythm(s) to create effects.</p> <p>I can combine and overlap sounds to create textures and effects and for specific tasks.</p> <p>I can build texture into compositions to create effects.</p>
Structure	<p>I can recognise and use echo and call and response structure.</p> <p>I can build up layers of ostinati/riffs.</p> <p>I can recognise and use structures e.g. binary or ternary (ABA), canon, rondo form.</p> <p>I can make decisions about how to structure a piece of music.</p>
Tempo	<p>I can recognise changes of tempo.</p> <p>I can make a range of changes to the tempo both gradually and suddenly.</p> <p>I can control intended changes of tempo and notice unintended ones.</p> <p>I can make an informed choice about tempo in compositions.</p>
Dynamics	<p>I can use Italian musical terms - f, p, mf, mp, crescendo, diminuendo.</p> <p>I can choose appropriate dynamics for songs and accompaniment.</p> <p>I can identify and create gradual or sudden dynamic changes for effect.</p>
Notation	<p>I can use and create graphic symbols to represent sounds.</p> <p>I can create and follow a graphic score.</p> <p>I can notate rhythm patterns using stick notation (ta, te te, tiri tiri)</p> <p>I can notate simple melodies using rhythm sol fa.</p> <p>I can recognise and use simple staff notation with two or three notes (l-s-m and m-r-d).</p> <p>I can create and follow graphic scores showing texture, dynamics, duration, timbre.</p> <p>I can recognise and use crotchets, rests, quavers, semi-quavers and minims on a staff.</p>