



KS2 Music Progression

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Golden Threads	Year 3	Year 4	Year 5	Year 6
 <p>Listen and Respond</p>	<p>Knowledge To know 2 songs from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> • To know the style of the 2 songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song 	<p>Knowledge To know 3 songs from memory and who sang them or wrote them.</p> <p>To know the style of the 3 songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used 	<p>Knowledge</p> <ul style="list-style-type: none"> • To know 4 songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the 4 songs and to name other songs in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> o Some of the style indicators of the songs (musical characteristics that give the songs their style) 	<p>Knowledge</p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> o The style indicators of the songs (musical characteristics that give the songs their style) o The lyrics: what the songs are about

	<p>(introduction, verse, chorus etc.)</p> <ul style="list-style-type: none"> ○ Name some of the instruments they heard in the song <p>Skills</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. 	<p>(texture, dynamics, tempo, rhythm and pitch).</p> <ul style="list-style-type: none"> ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. <p>Skills</p> <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. 	<ul style="list-style-type: none"> ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other 	<ul style="list-style-type: none"> ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity <p>Skills</p> <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
--	--	--	---	---

			<p>people's thoughts about the music.</p> <ul style="list-style-type: none"> ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the songs. ● Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.
	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad 	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad 	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know and confidently sing 4 songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features 	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience

	<ul style="list-style-type: none"> ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice <p>Skills</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Skills</p> <ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To rejoin the song if lost. ● To listen to the group when singing. 	<ul style="list-style-type: none"> ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <p>Skills</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. ● To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice <p>Skills</p> <ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.
--	---	---	--	--



Compose and Improvise

Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes

Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio etc.)

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes

Knowledge

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

Knowledge


To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol

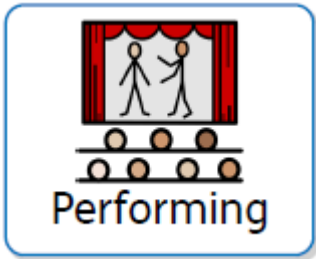
To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.

	<p>you are given, you cannot make a mistake</p> <p>Skills</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of a song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● Improvise using instruments in the context of the song they are learning to perform. 	<p>you are given, you cannot make a mistake</p> <ul style="list-style-type: none"> ● To know that you can use some of the riffs you have heard in the challenges in your improvisations <p>Skills</p> <ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of a song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. 	<ul style="list-style-type: none"> ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians <p>Skills</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 	<ul style="list-style-type: none"> ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians <p>Skills</p> <ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about
--	---	---	---	--

		<p>graphic/pictorial notation).</p> <ul style="list-style-type: none"> ● Improvise using instruments in the context of the song they are learning to perform. 	<ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● Improvise using instruments in the context of a song to be performed. 	<p>how the melody connects with the song.</p> <ul style="list-style-type: none"> ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). ● Improvise using instruments in the context of a song to be performed.
 <p>Reading and playing music</p>	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a violin, a glockenspiel, a recorder) <p>Skills</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the 	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Skills</p> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. 	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills</p>	<p>Knowledge To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends <p>Skills</p>

	<p>melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> ● To rehearse and perform their part within the context of the song ● To listen to and follow musical instructions from a leader 	<ul style="list-style-type: none"> ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.
--	---	--	---	--



Knowledge
 To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Skills

Knowledge
 To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion

Knowledge
 To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

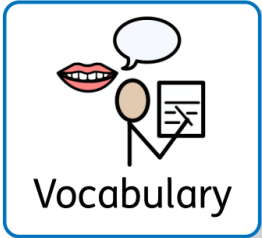
Skills

Knowledge
 To know and be able to talk about:

- Performing is sharing music with an audience with belief
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music

Skills

	<ul style="list-style-type: none"> ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> ● It involves communicating feelings, thoughts and ideas about the song/music <p>Skills</p> <ul style="list-style-type: none"> ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
--	---	---	--	--



Texture	Style indicators	Compare	Compare
Dynamics	Lyrics	Similarities	Similarities
Tempo	Texture	Differences	Differences
Rhythm	Dynamics	Unison	Unison
Pitch	Tempo	Solo	Solo
Introduction	Rhythm	lead vocal	lead vocal
Verse	Pitch	backing vocal	backing vocal
Chorus	Introduction	Rapping	Rapping
Pulse	Verse	Treble stave	Treble stave
Choir	Chorus	Staff notation	Staff notation
Leader/conductor	Orchestra	Symbols	Symbols
Composition	Pulse	Rehearsal	Rehearsal
Audio	Choir	Style indicators	Style indicators
Improvisation	Leader/conductor	Lyrics	Lyrics
Melody	Composition	Texture	Texture
Notation	Audio	Dynamics	Dynamics
Audience	Improvisation	Tempo	Tempo
	Melody	Rhythm	Rhythm
	Notation	Pitch	Pitch
	Audience	Introduction	Introduction
		Verse	Verse
		Chorus	Chorus
		Orchestra	Orchestra
		Pulse	Pulse
		Choir	Choir
		Leader/conductor	Leader/conductor
		Composition	Composition
		Audio	Audio
		Improvisation	Improvisation
		Melody	Melody

			Notation Audience	Notation Audience
--	--	--	----------------------	----------------------