

CURRICULUM PROGRESSION GRID: MUSIC

LOWER KEY STAGE 2

Singing and Vocal Work	Playing and Performing	Improvisation	Composition	Listening and Appraising
<p>NC Link -Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p>	<p>NC Link -Use and understand staff and other musical notations. -Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p>	<p>NC Link -Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>NC Link -Use and understand staff and other musical notations -Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression. -Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>NC Link -Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians, -Develop an understanding of the history of music. -Listen with attention to detail and recall sounds with increasing aural memory.</p>
Theme links	Theme links	Theme links	Theme links	Theme links
<p>Builds on KS1 -Take part in singing. -Make long and short sounds using the voice. -Copy changes in pitch and follow a melody. -Sing with accuracy with a limited range of pitch. -Follow instructions for when to and how to sing.</p>	<p>Builds on KS1 -Copy sounds created by a leader. -Have a good understanding of timbre, dynamics and tempo when playing. -Demonstrate pulse when following a leader. -Perform to others</p>	<p>Builds on KS1 -Improvise using very simple rhythmic patterns: one or two notes -Use body percussion, voices and instruments with confidence and awareness of pulse. -Include call and response activities. -Integrate a basic knowledge of the interrelated dimensions of music, ie how rhythm and tempo are part of the creation.</p>	<p>Builds on KS1 -Create simple rhythmic patterns -Create a beginning, middle and end. -Create and show sounds by using picture/graphic notation. -Utilise body percussion, voices and instruments with confidence and awareness of pulse to create different effects.</p>	<p>Builds on KS1 Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>
<p>Intent -Sing from memory with accurate pitch (in tune) and expanding range</p>	<p>Intent -Play with care notes on tuned instruments. -Play a variety of rhythms</p>	<p>Intent -Continue to develop own rhythms that lead to melodies in a group or solo situation.</p>	<p>Intent -Create rhythms using a rhythm grid. -Compose more complex</p>	<p>Intent Listen to and appraise a range of music appropriate to age range and wider</p>

<p>-Maintain a simple part within a group (e.g. in a four part round)</p> <p>-Pronounce words clearly and show secure control of voice</p>	<p>on untuned instruments with control and a good sense of pulse.</p> <p>-Read formal notation on a stave with an understanding of note length.</p> <p>-Perform to others with an awareness of an audience's needs.</p>	<p>-Begin to improvise with three notes with confidence, use voice, sounds and instruments.</p> <p>-Take turns to call and respond.</p> <p>-Integrate a basic knowledge of the interrelated dimensions of music, ie how rhythm and tempo are part of the creation.</p>	<p>melodies using graphic or standard notation.</p> <p>-Demonstrate selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).</p>	<p>cross curricular learning to support contextual learning.</p>
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Vocabulary

<p><u>Pitch</u> Melody, tune Melodic phrase/pattern High, (getting) higher, going up Low, (getting) lower, going down Steps-jumps-sildes Staying the same Melodic ostinato Pentatonic scale Note names, A, B, C etc</p> <p><u>Timbre</u> Descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking.</p> <p>Words describing the qualities of sounds, such as; rattling, smooth, tinkling.</p> <p>Words relating to sound production, such as; hitting, shaking, scraping.</p>	<p><u>Tempo</u> Fast, (getting) faster Slow, (getting) slower Pulse Different speeds</p> <p><u>Texture</u> Solo Duet Ensemble Few – many Combined</p> <p><u>Processes</u> Composing Arranging Rehearsing Performing</p>	<p><u>Duration</u> Steady pulse, beat Start, stop Long, longer, sustained Short, shorter, staccato Rhythm, rhythmic patterns Word rhythm, syllables, Rhythmic ostinato</p> <p><u>Structure</u> Beginning – middle – end Phrase Verse – chorus Round Repetition Introduction Interlude Ostinato bass Drone Melodic ostinato</p>	<p><u>Dynamics</u> Loud- forte (getting) louder- crescendo Quiet- piano (getting) quieter- diminuendo</p> <p><u>Techniques</u> Breathing Posture Singing, whispering, talking, humming Blowing Striking, hitting Shaking Plucking, strumming</p>
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Glossary – Lower Key Stage 2

- **Beat:** As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).
- **Chant:** Words spoken to a steady beat.
- **Cuckoo notes:** Two notes three semitones apart, eg G to E, F to D.
- **Dynamics:** The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.
- **Metre:** The grouping of beats into stronger and weaker beats.
- **Moving by step:** Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.
- **Moving by leap:** Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.
- **Ostinato:** A repeated pattern that can be melodic and/or rhythmic.
- **Pentatonic scale:** A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A. A pentatonic scale can centre around the cuckoo notes (minor third), eg C D E G A, and can be learned by extending the range from the minor third E G and adding A, then D, then C.
- **Phrase:** A group of sounds that make musical sense.
- **Pulse:** A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.
- **Rhythm:** A sequence of shorter and longer sounds that can fit to a steady beat.
- **Semitone:** The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)
- **Structure:** The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.
- **Tempo:** The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.
- **Timbre:** Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.