

**CURRICULUM PROGRESSION GRID: MUSIC**

**UPPER KEY STAGE 2**

<b>Singing and Vocal Work</b>	<b>Playing and Performing</b>	<b>Improvisation</b>	<b>Composition</b>	<b>Listening and Appraising</b>
<p><b>NC Link</b> -Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>NC Link</b> -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><b>NC Link</b> -Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><b>NC Link</b> -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><b>NC Link</b> -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>
<b>Theme links</b>	<b>Theme links</b>	<b>Theme links</b>	<b>Theme links</b>	<b>Theme links</b>
<p><b>Builds on LKS2</b> -Sing from memory with accurate pitch (in tune) and expanding range -Maintain a simple part within a group (e.g. in a four part round) -Pronounce words clearly and show secure control of voice</p>	<p><b>Builds on LKS2</b> -Play with care notes on tuned instruments. -Play a variety of rhythms on untuned instruments with control and a good sense of pulse. -Read formal notation on a stave with an understanding of note length. -Perform to others with an awareness of an audience's needs.</p>	<p><b>Builds on LKS2</b> -Continue to develop own rhythms that lead to melodies in a group or solo situation. -Begin to improvise with three notes with confidence, use voice, sounds and instruments. -Take turns to call and respond. -Integrate a basic knowledge of the interrelated dimensions of music, ie how rhythm and tempo are part of the creation.</p>	<p><b>Builds on LKS2</b> -Create rhythms using a rhythm grid. -Compose more complex melodies using graphic or standard notation. -Demonstrate selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).</p>	<p><b>Builds on LKS2</b> Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>
<p><b>Intent</b> -Sing from memory with confidence and accuracy -Sing a solo and as part of</p>	<p><b>Intent</b> -Play tuned and untuned percussion with confidence as part as an ensemble or</p>	<p><b>Intent</b> -Continue to develop more complex rhythms that lead to melodies in a group or solo</p>	<p><b>Intent</b> -Compose music that follows set structures. -Use graphic and standard</p>	<p><b>Intent</b> Listen to and appraise a range of music appropriate to age range and wider</p>

<p>a group -Sing and hold a harmony part accurately -Sing with controlled breathing and phrasing</p>	<p>solo -Play simple ostinatos on tuned instruments. -Maintaining an appropriate pulse with a comprehensive awareness of dynamics, duration, timbre, texture, structure and pitch. -Understand and use notation relevant to the instrument played.</p>	<p>situation, use the term “riff” -Improvise with up to five notes with confidence, use voice, sounds and instruments. -Take turns to call and respond. -Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm, tempo, and dynamics are part of the creation.</p>	<p>notation to develop and record compositions. -Combine 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><b><u>Pitch</u></b> 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 Interval Unison, harmony, chord</p> <p><b><u>Timbre</u></b> 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><b><u>Tempo</u></b> Fast, (getting) faster Slow, (getting) slower Pulse Different speeds</p> <p><b><u>Texture</u></b> Solo Duet Ensemble Few – many Combined</p> <p><b><u>Processes</u></b> Composing Arranging Rehearsing Performing</p> <p><b><u>Contexts</u></b> Culture, venue, time and place Intentions, purpose, intended effect repertoire</p>	<p><b><u>Duration</u></b> Steady pulse, beat Start, stop Long, longer, sustained Short, shorter, staccato Rhythm, rhythmic patterns Word rhythm, syllables, Rhythmic ostinato Rest Semibreve- four beats Minim- two beats Crotchet- one beat Quaver- half beat Semiquaver- quarter beat</p> <p><b><u>Structure</u></b> Beginning – middle – end Phrase Verse – chorus Round Repetition Introduction Interlude Ostinato bass Drone Melodic ostinato</p>	<p><b><u>Dynamics</u></b> Loud- forte (getting) louder- crescendo Quiet- piano (getting) quieter- diminuendo</p> <p><b><u>Techniques</u></b> Breathing Posture Singing, whispering, talking, humming Blowing Striking, hitting Shaking Plucking, strumming</p>
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## Glossary – Upper Key Stage 2

- **Accompaniment:** Adding rhythmic and/or melodic material to a song or melody.
- **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.
- **Legato:** Full, long and flowing notes leading to a smooth sound 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.
- **Riff:** a short repeated phrase in popular music and jazz, typically used as an introduction or refrain in a song.
- **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.)
- **Staccato:** Short, 'bouncy' or 'clipped' notes.