

## Music Progression of Skills KS2

*The KS2 objectives have been split into lower and upper. If there are missing numbers in UKS2 then the objectives in LKS2 need to be looked at and progressed and developed.*

	Year 3	Year 4	Year 5	Year 6
Play and Perform	<p>PP1: Sing in tune.</p> <p>PP2: Perform simple melodic and rhythmic parts.</p> <p>PP3: Improvise repeated patterns.</p> <p>PP4: Beginning to understand the importance of pronouncing the words in a song well.</p> <p>PP5: Start to show control in voice.</p> <p>PP6: Perform with confidence.</p>	<p>PP7: Sing in tune with awareness of others.</p> <p>PP8: Perform simple melodic and rhythmic parts with awareness of others.</p> <p>PP9: Improvise repeated patterns growing in sophistication.</p> <p>PP10: Sing songs from memory with accurate pitch.</p> <p>PP11: Maintain a simple part within a group.</p> <p>PP12: Understand the importance of pronouncing the words in a song well.</p> <p>PP13: Show control in voice.</p>	<p>PP14: Create songs with an understanding of the relationship between lyrics and melody.</p> <p>PP15: Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>PP16: Breathe well and pronounce words, change pitch and show control in singing.</p> <p>PP17: Perform songs in a way that reflects their meaning and the occasion.</p> <p>PP18: Play an instrument (e.g. glockenspiel, bass drum or cymbal).</p> <p>PP19: Play notes on instruments with care so they sound clear.</p> <p>PP20: Perform with control and awareness of what others in the group are singing or playing.</p>	<p>PP21: Perform significant parts from memory and from notations.</p> <p>PP22: Refine and improve my own work.</p> <p>PP23: Sing or play from memory with confidence, expressively and in tune.</p> <p>PP24: Perform alone and in a group, displaying a variety of techniques.</p>
Improvise and compose music	<p>IC1: To compose music that combines musical elements.</p> <p>IC2: Carefully choose sounds to achieve an effect.</p> <p>IC3: Order sounds to help create an effect.</p> <p>IC4: Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>IC5: Use sound to create abstract effects.</p> <p>IC6: Recognise and create repeated patterns with a range of percussion instruments.</p> <p>IC7: Create accompaniments for tunes.</p> <p>IC8: Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>IC9: Create performances that are well appreciated by the audience.</p> <p>IC10: Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases.</p> <p>IC11: Compose music that combines several layers of sound.</p> <p>IC12: Show awareness of the effect of several layers of sound.</p> <p>IC13: Compose and perform melodies and songs (including using ICT).</p>	<p>IC14: Improvise melodic and rhythmic material within given structures.</p> <p>IC15: Show thoughtfulness in selecting sounds and structures to convey an idea.</p> <p>IC16: Create own musical patterns.</p> <p>IC17: Use a variety of different musical dimensions.</p>
Listen with attention to detail and recall sounds.	<p>LA1: To notice and explore the way sounds can be combined and used expressively.</p> <p>LA2: Listen to different types of composers and musicians.</p>	<p>LA3: To notice, analyse and explore the way sounds can be combined and used expressively.</p> <p>LA4: To comment on musicians use of technique to create effect.</p>	<p>LA5: Notice and explore the relationship between sounds.</p> <p>LA6: Notice and explore how music reflects different intentions.</p>	<p>LA7: Notice, comment on and compare the use of musical devices.</p> <p>LA8: Compare the relationship between sounds.</p>
Use and understand staff and other musical notation.	N/A	N/A	<p>SN1: Learn to read music.</p> <p>SN2: Use staff and musical notation when composing work.</p> <p>SN3: Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</p> <p>SN4: Know the symbol for a rest in music, and use silence for effect in own music.</p> <p>SN5: Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>SN6: Draw a treble clef at the correct position on the stave.</p>	<p>SN7: Compose music for different occasions.</p> <p>SN8: Confidently read notes and know how many beats they represent.</p> <p>SN9: Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence and use this to identify strengths and weaknesses in music.</p>
Appreciate and understand a wide range of live and recorded music.	<p>AU1: Begin to recognise and identify instruments being played.</p> <p>AU2: Comment on likes and dislikes.</p> <p>AU3: Recognise how musical elements can be used together to compose music.</p>	<p>AU4: Compare music and express growing tastes in music.</p> <p>AU5: Explain how musical elements can be used together to compose music.</p>	<p>AU6: Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>AU7: Develop an understanding of the history of music.</p>	<p>AU8: Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>AU9: Explain and evaluate how musical elements, features and styles can be used together to compose music.</p>