



## ST BREOCK SCHOOL

### KS2 MUSIC SKILLS PROGRESSION MAP

	Y3	Y4	Y5	Y6
<b>Singing</b>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk move or clap a steady beat with others, changing the speed of the beat as the tempo changes.</p> <p>Perform as a class choir in the termly choir competition.</p> <p><i>Courage/Friendship/Excellence/Inspiration</i></p>	<p>Continue to sing a broad range of unison songs with the range of an octave following directions for getting louder and quieter.</p> <p>Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce harmonies.</p> <p>Perform as a class choir in the termly choir competition.</p> <p><i>Courage/Friendship/Excellence/Inspiration</i></p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing, phrasing, accurate pitching and appropriate style.</p> <p>Sing three part rounds, partner songs and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p> <p>Perform as a class choir in the termly choir competition.</p> <p>Perform as a class ensemble in Wadebridge Festival of Music, Speech &amp; Drama</p> <p><i>Courage/Friendship/Excellence/Inspiration</i></p>	<p>Sing a broad range of songs including those with syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing three-and four-part rounds or partner songs, and experiment with positioning singers randomly within the group.</p> <p>Perform as a class choir in the termly choir competition.</p> <p>Perform as a class ensemble in Wadebridge Festival of Music, Speech &amp; Drama</p> <p><i>Courage/Friendship/Excellence/Inspiration</i></p>
<p><b>Listening</b></p> <p>*This is a suggested list for the class teacher to supplement and exchange with topic linked pieces.</p>	<p>Listen to recorded and live performances from a range of contexts and discuss story, origin, history &amp; social context.</p> <p>Hallelujah – Handel - Baroque</p> <p>Night on a bare mountain – Mussorgsky - Romantic</p> <p>Jai Ho – AR Rahman – 21<sup>st</sup> C</p> <p>Listen and respond with feedback to other class choirs.</p> <p><i>Equality/Respect</i></p>	<p>Listen to recorded and live performances from a range of contexts and discuss story, origin, history &amp; social context.</p> <p>Symphony No.5 – Beethoven – Classical</p> <p>O Euchari – Hildegard – Early</p> <p>For the Beauty of the Earth – Rutter – 20<sup>th</sup> C</p> <p>Take the A Train - Billy Strayhorn – Jazz</p> <p>Wonderwall – Oasis – 90s Indie</p> <p>Bhabiye Akh Larr Gayee – Bhujhangy Group – Bhangra</p> <p>Tropical Bird – Trinidad Steel Band - Calypso</p> <p>Listen and respond with feedback to other class choirs.</p> <p><i>Equality/Respect</i></p>	<p>Listen to recorded and live performances from a range of contexts and discuss story, origin, history &amp; social context.</p> <p>English Folk Song Suite – Vaughn Williams – 20<sup>th</sup> C</p> <p>Symphonic Variations on an African Air – Coleridge-Taylor – 20<sup>th</sup> C</p> <p>The Little Babe from Ceremony of Carols – Britten – 20<sup>th</sup> C</p> <p>Play Dead – Bjork – 90s singer</p> <p>Smalltown Boy – Bronski Beat – 80s Synth</p> <p>Jin-Go-La-Ba – Babatunde Olatunji – Nigeria</p> <p>Inkanyezi Nezazi – Ladysmith Black Mambazo – South Africa</p> <p><i>Equality/Respect</i></p>	<p>Listen to recorded and live performances from a range of contexts and discuss story, origin, history &amp; social context.</p> <p>1812 – Tchaikovsky – Romantic</p> <p>Connect It – Anna Meredith – 21<sup>st</sup> C</p> <p>Say my name – Destiny's Child – 90s RnB</p> <p>Sprinting Gazelle – Reem Kelani – Folk</p> <p>Sea Shanties – Various – Folk</p> <p>Mazurkas Op.24 – Chopin – Folk</p> <p>Libertango – Piazzolla – Tango</p> <p><i>Equality/Respect</i></p>

<p><b>Composing</b></p>	<p>Become more skilled in improvising using voices and untuned percussion, played in whole class/group/individual/instrumental teaching. Structure musical ideas to create music that has beginning, middle and end. Composing in response to different stimuli. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. Compose song accompaniments on untuned percussion using known rhythms and note values. <a href="#">Determination/friendship/inspiration/Excellence</a></p>	<p>Improvise on a limited range of pitches on the instrument and how they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and/or play compositions. Arrange individual notation cards of known note values to create sequences of 2-3 or 4 beat phrases arranged into bars. Explore developing knowledge of musical components by composing music to create mood. Introduce major and minor chords. Include instruments played in whole class/grp/ind teaching to expand range of composition. Capture and record creative ideas using any of – graphic symbols, rhythm notation, staff notation, technology. <a href="#">Determination/friendship/inspiration/Excellence</a></p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, with shape and dynamics – fortissimo, pianissimo, mezzo forte, mezzo piano. Compose melodies made from pairs of phrases in either C major or A minor. In pairs compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using, graphic symbols, rhythmic notation and time signatures, staff notation, technology. <a href="#">Determination/friendship/inspiration/Excellence</a></p>	<p>Create music in response to non-musical stimulus. Work with a partner to improvise (sung &amp; play) question and answer phrases. Use graphic symbols, dot notation &amp; stick notation. Use music technology to capture, change and combine sounds.</p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> <li>• Create music with multiple sections that include repetition and contrast.</li> <li>• Use chord changes as part of an improvised sequence.</li> <li>• Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</li> </ul> <p>Plan and compose an 8-16 beat melodic phrase using pentatonic scale and incorporate rhythmic variety and interest. Play this on tuned percussion or orchestral instrument and notate. Compose melodies made from pairs of phrases in either G major or E minor. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><a href="#">Determination/friendship/inspiration/excellence</a></p>
<p><b>Performing</b></p>	<p>Develop facility in playing tuned percussion or a melodic instrument – recorder. Follow staff notation using small range as a whole class or small groups. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes. Individually copy stepwise melodic phrases with accuracy</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range as a whole class or small grp. Perform in two or more parts from simple notation. Identify static and moving parts.</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation as a whole class and then in small groups. Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic</p>	<p>Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range – loud, very quiet, moderately loud, and moderately quiet. Accompany this same melody, using block chords or a bass line- keyboard, tuned percussion, tablets. Engage in ensemble playing with pupils taking on melody or accompaniment role.</p>

	<p>at different speeds - allegro and adagio, fast and slow. Extend to question and answer phrases. Introduce the stave, lines and spaces and clef. Introduce and understand the difference between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Courage/Friendship/Excellence /Inspiration/Determination</p>	<p>Copy short melodic phrases including those using the pentatonic scale. Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range. Follow and perform simple rhythmic texture, achieving a sense of ensemble.</p> <p>Courage/Friendship/Excellence/Inspiration/Determination</p>	<p>instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Courage/Friendship/Excellence/Inspiration/Determination</p>	<p>Further understand the difference between semibreves, minims, crotchets, quavers and semi quavers and equivalent rests. Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> <p>Courage/Friendship/Excellence/Inspiration/Determination</p>
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**Resources:**

SingUp

Charanga Music

Rainbow Pond

BBC Ten Pieces