



Lower Key Stage 2 Music Progression of Knowledge & Skills



KS2 National Curriculum

- Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music
- Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory
- Mu2/1.4 use and understand staff and other musical notations
- Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Mu2/1.6 develop an understanding of the history of music.

Progression of Knowledge and Skills

Improvise and Compose

Cycle A (Formerly Year 4)

- I can improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).
- I can improvise and compose, creating atmospheric music for a scene with a given set of instruments.
- I can create short sounds inspired by colours and shapes.
- I can structure musical ideas into a composition.
- I can create and read graphic scores.
- I can 'Doodle' with voices over the chords in the song.
- I can improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.
- I can compose a fanfare using a small set of notes and short, repeated rhythms.
- I can invent a melody.
- I can fit two patterns together.
- I can structure musical ideas into my own compositions.
- I can compose a pentatonic melody.
- I can improvise and create pentatonic patterns.
- I can use notation to represent musical ideas.
- I can create ostinatos.
- I can layer up different rhythms.
- I can create and follow a score.

Cycle B (Formerly Year 3)

- I can compose a pentatonic ostinato.
- I can compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.
- I can compose a 4-beat rhythm pattern to play during instrumental sections of a song.
- I can work in small groups, sing a call-and-response song with an invented drone accompaniment.
- I can explore ways to create word-based pieces of music.
- I can explore ways to communicate atmosphere and effect.
- I can invent simple patterns using rhythms and notes C-D-E.
- I can compose music, structuring short ideas into a bigger piece.
- I can notate, read, and follow a 'score'.

Sing and Play	Cycle A (Formerly Year 4) • I can sing in a Gospel style with expression and dynamics. • I can play a bass part and rhythm ostinato along with This little light of mine • I can sing Part 1 of a partner song rhythmically. • I can sing swung rhythms lightly and accurately • I can sing with expression and a sense of the style of the music. • I can sing the chorus of Throw, catch in three-part harmony with dancing. • I can play an instrumental part as part of a whole-class performance. • I can sing a part in a partner song, rhythmically and from memory. Cycle B (Formerly Year 3) • I can sing a call-and-response song in groups, holding long notes confidently • I can play melodic and rhythmic accompaniments to a song. • I can sing by improvising simple melodies and rhythms. • I can sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • I can play a one-note part, contributing to the chords accompanying the verses. • I can learn a part on tuned percussion and play as part of a whole-class performance. • I can sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • I can play repeating rhythmic patterns. • I can count musically (4 beats in a bar 1-2-3-4). • I can perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • I can perform vocal percussion as part of a group. • I can play the chords of Fly with the stars on tuned percussion as part of a whole-class performance • I can sing solo or in a pair in call-and-response style.
Listen and Appraise	Cycle A (Formerly Year 4) • I can listen and move in time to songs in a Gospel style. • I can listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). • I can talk about the effect of particular instrument sounds (timbre). • I can understand that instruments can be used individually and in combination to create different effects of timbre and texture. • I can listen and identify similarities and differences between acoustic guitar styles. • I can listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. • I can compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. • I can watch a film and analyse it in a musical context. • I can identify similarities and differences between pieces of music in a folk/folk-rock style. Cycle B (Formerly Year 3) • I can listen and identify where notes in the melody of the song go down and up. • I can begin to develop an understanding and appreciation of music from different musical traditions. • I can identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.

	• I can understand that a folk song is music that belongs to the people of a particular place. • I can identify how the pitch and melody of a song has been developed using symmetry. • I can listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. • I can develop active listening skills by responding to musical themes through movement. • I can understand the structure of rondo form (A-B-A-C-A). • I can develop a sense of beat and rhythmic pattern through movement. • I can experience call-and-response patterns through moving with a partner. • I can listen and compare how different composers have approached creating word-based compositions. • I can recognise and copy rhythms and pitches C-D-E. • I can move in time with the beat of the music. • I can talk about what I have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival). • I can respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.
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Assessment End Points Cycle A (Formerly Year 4)

Knowledge	Skills
• I know how to sing with expression and a sense of the style of the music. • I know how instruments can be used either individually and in combination to create different effects of timbre and texture.	• I can improvise and compose, exploring how timbre, dynamics, and texture can be used for impact. • I can play an instrumental part as part of a whole-class performance. (Recorder) • I can listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). • I can use notation to represent musical ideas and create a score.

Assessment End Points Cycle B (Formerly Year 3)

Knowledge	Skills
• I know how to compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • I know that songs from around the world use different instruments, beats and speeds.	• I can notate, read, and follow a 'score'. • I can sing call-and-response songs or rhythms vocally (solo, pairs or groups), by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • I can develop active listening skills by responding to musical themes through movement (in time with the beat). • I can learn a part on tuned percussion and play as part of a whole-class performance.