



Music Progression of Skills – LKS2

Respect, Courage, Compassion, Friendship, Trust, Perseverance

LOVE
 Seeking life in all its fullness

Children will be taught to:

Listening and Appraising

Knowledge

- Know five songs by memory and who sang them or wrote them.
- Know the styles of the five songs.
- Choose one song and talk about: some style indicators, its lyrics, musical dimensions, the main sections of the song and some instruments used.

Skills

- Confidently identify and move to the pulse.
- Talk about the musical dimensions working together in the Unit songs, e.g. if the songs gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk, try to use musical words.

Playing

Knowledge

- Know the instruments using in class (a glockenspiel).
- Know other instruments they might play or be played in a band or orchestra or by their friends.

Skills

- Treat instruments carefully and with respect.
- Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.
- Rehearse and perform their part within the context of the Unit song.
- Listen to and follow musical instructions from a leader.
- Experience leading the playing by making sure everyone plays in the playing section of the song.

Musical Games

Knowledge

- Know how pulse, rhythm and pitch work together.
- How to find the pulse - the heartbeat of the music.
- That the rhythm is the long and short patterns over the pulse.
- The different between pulse and rhythm.
- The difference between pulse and rhythm.

Skills

- Musical Leadership - creating musical ideas for the group to copy or respond to.

Improvising

Knowledge

- Improvisation is about making up your own tunes on the spot.
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- Know that if you improvise using the notes you are given, you cannot make a mistake.
- Know that you can use some of the riffs you have heard to improve improvisations.

- Clap and say back rhythms, create their own and lead the class.
- Copy back pitch with instruments, without and with notation.

Skills

- Listen and clap back simple melodic patterns, or use instruments with one or two notes.
- Using instruments, listen and play own answers using one or two notes.
- Improvise using one, two or three notes.

Singing

Knowledge

- Know singing in a group can be called a choir.
- The leader or conductor is the person the choir or group will follow.
- Songs can make you feel different things, e.g. happy, energetic, sad.
- Singing as part of a group is fun but you must listen to each other.
- Know about texture - how a solo singer makes a thinner texture than a large group.
- Know why you must warm up your voice.

Skills

- Sing in unison and in simple two-parts.
- Demonstrate a good singing posture.
- Follow a leader when singing.
- Enjoy exploring singing solo.
- Sing with awareness of being 'in tune'.
- Rejoin the song if lost.
- Listen to the group when singing.

Composing

Knowledge

- Know what a composition is: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- Different ways of recording compositions (letter names, symbols, audio, etc.)

Skills

- Help to create at least one simple melody using one, three or five different notes.
- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythms, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performing

Knowledge

- A performance is sharing music with other people, an audience.
- A performance doesn't have to be a drama! It can be one person or to each other.
- You need to know and have planned everything that will be performed.
- You must sing or rap the words clearly and play with confidence.

- A performance can be a special occasion and involve an audience including people you don't know.
- It is planned and different for each occasion.
- It involves communicating feelings, thoughts and ideas about the song/music.

Skills

- Choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- Communicate the meaning of the words when performing and how to stand or sit.
- Record the performance and say how they were feeling, what they were pleased with, what they would change and why.