

## LKS2 Progression of skills across Foundation Subjects - MUSIC

KS2 Music – NC 2014	Y r	KPIs & Techniques
<p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p><i>Pupils should be taught:</i></p> <p>Performing: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .</p> <p>Composition and appraisal: improvise and compose music for a range of purposes using the inter-related dimensions of music, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, and develop an understanding of the history of music.</p> <p>Musical elements: listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations.</p>	3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvise repeated patterns and create layers of sounds.</li> <li><input type="checkbox"/> Recognise how musical elements are combined and used expressively.</li> <li><input type="checkbox"/> Represent sounds and musical direction with symbols to create a simple score.</li> <li><input type="checkbox"/> Talk about the impact of changes made to improve work.</li> <li><input type="checkbox"/> Sing with increasing expression.</li> <li><input type="checkbox"/> Explore ways in which sounds can be combined and used expressively</li> <li><input type="checkbox"/> Perform with control of pulse and awareness of what others are playing</li> <li><input type="checkbox"/> Compare and contrast sounds according to pitch.</li> <li><input type="checkbox"/> Compare and contrast sounds according to duration.</li> <li><input type="checkbox"/> Compare and contrast sounds according to dynamics.</li> <li><input type="checkbox"/> Compare and contrast sounds according to tempo.</li> <li><input type="checkbox"/> Explore the effect of silence.</li> <li><input type="checkbox"/> Use a cyclical pattern (fixed number of beats repeated continuously)</li> <li><input type="checkbox"/> Use simple musical vocabulary to describe both sounds and the way they are produced.</li> <li><input type="checkbox"/> Develop an awareness of rounds, call and response and historical songs (e.g: marching songs and sea shanties).</li> </ul>
	4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain a simple part within an ensemble or choral group.</li> <li><input type="checkbox"/> Perform simple melodies and songs.</li> <li><input type="checkbox"/> Sing with awareness of breathing and diction.</li> <li><input type="checkbox"/> Improvise melodic and rhythmic phrases as part of a group performance.</li> <li><input type="checkbox"/> Explore a range of musical genres.</li> <li><input type="checkbox"/> Combine musical elements to create a score.</li> <li><input type="checkbox"/> Begin to use musical notation and devices, e.g. melody, and rhythms to create a score.</li> <li><input type="checkbox"/> Compose and improve simple melodies and songs.</li> <li><input type="checkbox"/> Explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA</li> <li><input type="checkbox"/> Improvise a repeated pattern (Ostinato).</li> <li><input type="checkbox"/> Use notation associated with duration, e.g. crochet-one beat, minim- two beats, quaver-half beat.</li> <li><input type="checkbox"/> Recognise differences in dynamic levels, e.g. soft, loud etc</li> <li><input type="checkbox"/> Gain awareness that the top number of a time signature denotes the number of beats in each bar, the metre.</li> <li><input type="checkbox"/> Create and perform linear and cyclical patterns</li> <li><input type="checkbox"/> Listen to, discuss and analyse simple songs with verse and chorus, and Rondo.</li> </ul>