

## UKS2 Progression of skills across Foundation Subjects - MUSIC

KS2 Music – NC 2014	Yr	KPIs & Techniques
<p>Key stage 2 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> Performing: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	5	<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>
<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>	6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sing with awareness of dynamics, phrasing and pitch control.</li> <li><input type="checkbox"/> Maintain an increasingly complex part in an ensemble or choral group</li> <li><input type="checkbox"/> Perform a range of melodies and songs combining different parts.</li>   <li><input type="checkbox"/> Improve and compose using elements of different genres and styles.</li> <li><input type="checkbox"/> Use harmonic and non-harmonics devices to develop musical ideas and effects.</li> <li><input type="checkbox"/> Use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part.</li> <li><input type="checkbox"/> Explain the processes of a range of musical genre and styles.</li>   <li><input type="checkbox"/> Create and perform musical pieces containing more than one pentatonic scale.</li> <li><input type="checkbox"/> Create an accompaniment using a range of repeating chords.</li> <li><input type="checkbox"/> Use knowledge of notation to depict rhythmic phrases and patterns.</li> <li><input type="checkbox"/> Invent a complex cyclical pattern using beats and patterns of different lengths.</li> <li><input type="checkbox"/> Explore complex structures containing more than one melody.</li> <li><input type="checkbox"/> Listen to, discuss and analyse ballads and groove form hooks.</li> <li><input type="checkbox"/> Listen to, discuss and analyse simple songs with verse and chorus, and Rondo.</li> </ul>