



Carr Hill Community Primary School
Music progression Steps UKS2

| Strand | Developing | Expected | Exceeding | Vocabulary |
|--|---|---|---|---|
| Singing Songs with Control and using the voice expressively | <ul style="list-style-type: none"> Begin to sing songs with increasing control of breathing, posture and sound projection. Start to sing songs in tune and with some awareness of other parts. Begin to identify phrases through breathing in appropriate places. Sing with some expression and start to rehearse with others. With support sing a round in two parts and identify some melodic phrases and how they fit together. Sing as a class and begin to have an awareness of improvisation with the voice | <ul style="list-style-type: none"> Sing Songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together Sing confidently as a class and in small groups and begin to have an awareness of improvisation with the voice | <ul style="list-style-type: none"> Confidently sing songs with increasing control of breathing, posture and sound projection. Confidently sing songs in tune and with other parts. Confidently identify phrases through breathing in appropriate places. Naturally sing with expression and rehearse with others. sing a round in two parts+ and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice | Pulse Control Rhythm Pitch Beat Song Pattern Composing Ostinato pentatonic scale notation perform melodic interlude ending Timbre Tempo Dynamics Composition Lyrics Accompaniment percussion |
| Listening, Memory and Movement | <ul style="list-style-type: none"> Begin to internalise short melodies and play these on pitched percussion (with support) With support in groups create dances that reflect musical features. Begin to identify different moods and textures. Have an awareness of how a mood is created by music and lyrics. Listen to longer pieces of music and identify some features. | <ul style="list-style-type: none"> Internalise short melodies and play these on pitched percussion (play by ear) Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. | <ul style="list-style-type: none"> Confidently internalise short melodies and play these on pitched percussion (play by ear) Naturally create rhythmic dances that reflect musical features. Confidently identify different moods and textures. Consistently identify how a mood is created by music and lyrics. Listen to longer pieces of music and confidently identify features. | |
| Controlling Rhythm and Pulse | <ul style="list-style-type: none"> Begin to identify different speeds of pulse (tempo) by clapping and moving With support improvise rhythm patterns. In groups perform a part keeping to a steady beat. Begin to identify the metre of different songs through recognising the pattern of strong and weak beats. | <ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat | <ul style="list-style-type: none"> Consistently identify different speeds of pulse (tempo) by clapping and moving Naturally improvise rhythm patterns. Regularly perform an independent part keeping to a steady beat. Confidently identify the metre of different songs through recognising the pattern of strong and weak beats. | |
| Exploring sounds, melody and accompaniment | <ul style="list-style-type: none"> Skills development for this element are to be found within 'control of instruments' and 'composition' | | | |
| Control of instruments | <ul style="list-style-type: none"> Begin to identify and control different ways percussion instruments make sounds Play accompaniment with control and accuracy (with support). Begin to create different effects using combinations of pitched sounds. | <ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds Play accompaniment with control and accuracy. Create different effects using combinations of pitched sounds. CT to change and manipulate sounds | <ul style="list-style-type: none"> Confidently identify and control different ways a variety of percussion instruments make sounds. Confidently play accompaniment with control and accuracy. Create a range of different effects using combinations of pitched sounds. | |
| Composition | <ul style="list-style-type: none"> To start and identify different starting points or composing music Begin to explore, select combine and exploit a range of different sounds to compose a soundscape. With support write lyrics to a known song. Begin to compose a short song to own lyrics based on everyday phrases Compose music in groups with support using a range of stimuli and developing their musical ideas into a completed composition. | <ul style="list-style-type: none"> Identify different starting points or composing music Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases Compose music individually using a range of stimuli and developing their musical ideas into a completed composition | <ul style="list-style-type: none"> Confidently identify different starting points or composing music Confidently explore, select combine and exploit a range of different sounds to compose a soundscape. Confidently write lyrics to a known song. Independently compose a short song to own lyrics based on everyday phrases Confidently compose music individually using a range of stimuli and developing their musical ideas into a completed composition | |
| Reading and writing notation | <ul style="list-style-type: none"> Begin to perform using notation as a support. | <ul style="list-style-type: none"> Perform using notation as a support. Sing songs with staff notation as support | <ul style="list-style-type: none"> Confidently perform using notation as a support. Consistently sing songs with staff notation as support | |
| Performing Skills | Present performances effectively with awareness of audience, venue and occasion | | | |
| Evaluating and Appraising | Begin to Improve their work through analysis, evaluation and comparison | Improve their work through analysis, evaluation and comparison | Consistently Improve their work through analysis, evaluation and comparison | |