

KS2 Music Scheme of Work and Progression of Skills

Year 3

Autumn 1 and Autumn 2	Spring 1 and 2
<p>Ideas base: Charanga Let Your Spirit Fly</p> <p>Other base Unit of Work Animal magic</p> <ul style="list-style-type: none">• Sing with confidence and an understanding of posture and diction.• Begin to understand the terms pitch, duration, dynamics, structure and timbre.• Know that music can be used descriptively e.g. to represent different animal characteristics.• Listen to music and identify how the music describes e.g. animals' movements.• Recognise how the musical elements: pitch, duration, timbre, structure and dynamics are combined to create descriptive music.• Internalise sounds by singing part of a song in their heads (thinking voice).• Follow the contour of the melody using hand signals to show pitch level.• Sing and perform actions with a growing awareness of pulse.• Learn a selection of songs with awareness of posture, breathing and clear diction.• Identify, recall and improvise short rhythm patterns with confidence (including rests). Perform as a group and individually.• Clap/play the pulse and word rhythm of a song.• Know how chimes bars produce sound and that the length of the bar affects the pitch.• Improve own work through analysis and evaluation.	<p>Ideas base: Charanga Let Your Spirit Fly</p> <p>Other base Unit of Work Class Orchestra</p> <ul style="list-style-type: none">• Whilst singing, move in time to the pulse of the song.• Whilst singing, clap the word rhythm of the song.• Use the 'thinking voice' to sing parts of a song in the head.• In a group, work out a simple melodic line to a song.• Play an unturned rhythmic accompaniment to the song whilst other groups play a different part e.g. pulse, word rhythm, certain word and repeating pattern.• Play a melodic accompaniment to a song keeping in time to the pulse.• Suggest ideas and create an introduction to a song.• Create sounds on percussion to match graphic symbol thinking about dynamics, pitch, duration and tempo.• Perform dance movements in time to music e.g. Indian dance, animal movements.• Invent sounds on percussion to match movement thinking about dynamics, pitch, duration and tempo.• Create a sequence of movements; add narration and an instrumental accompaniment.• Work towards a final performance including movement, narration and accompaniment.

Summer 1 and 2	
<p>Ideas base: Charanga Bringing it Together</p> <p>Other base Unit of Work The Class Orchestra.</p> <ul style="list-style-type: none">• Use different voices when singing i.e. thinking voice (internalising), humming voice, singing voice.• Recognise aurally changes in pitch.• Show control in pitch when making vocal sounds.• Make hand gestures to show the direction of pitch.• Describe in words the direction of pitch.• Interpret graphic symbols and follow the pitch pattern represented. (Follow pitch paths)• Create own graphic symbols to show pitch.• Learn new songs and sing them with confidence and with an awareness of posture, breathing and diction.• Understand the term pentatonic scale and realise that some songs are built around one.• Explore how a pentatonic scale may be used in a song i.e. notes can be used in any order.• Understand that two songs built up with the same pentatonic scale can be played together.• Improvise question and answer responses through playing and singing, based on the pentatonic scale of C.• Start to identify basic signs and symbols on a music score.• Identify, recall and improvise rhythm patterns (including rests) with an awareness of the pulse.• Clap/play the pulse and word rhythm of a song and swap between the two.• Create an accompaniment to a song.	

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| <ul style="list-style-type: none">• Learn what is meant by the term 'drone' and use it along with playing on the pulse, word rhythms and effects, to accompany a song.• Play and perform together (maintaining own part) as an ensemble on tuned and untuned percussion with a good awareness of the pulse and of others.• Practise and improve against criteria.• Perform to an audience with growing confidence.• Understand that music often describes an event, character or feeling. It paints a picture in the mind.• Review families of instruments.• Give an opinion about a piece of music thinking about style indicators. | |
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Year 4

Autumn 1 and Autumn 2	Spring 1 and Spring 2
<p>Ideas base: Charanga</p> <p>Other base Unit of Work Play it Again</p> <ul style="list-style-type: none">• Sing with confidence and an ever growing awareness of posture, diction, dynamics and tempo.• Imitate, improvise and perform rhythms, on a range of instruments, including rests – 8 and 3 beats.• Recognise repeated patterns and imitate them.• Understand the term ‘ostinato’ (repeating pattern) both in terms of rhythm and pitch.• Perform and create rhythmic ostinato keeping in time to the pulse both individually and in combination with others.• Learn a notated melodic ostinato and perform it with an awareness of the pulse.• Confidently move between playing the pulse, word rhythm and a repeated pattern of a song.• Notate a repeated pattern.	<p>Ideas base: Charanga</p> <p>Other base Unit of Work Painting with Sound</p> <ul style="list-style-type: none">• Follow conductor’s signals for the pulse, change of speed and dynamics.• Conduct a group showing signals for pulse, change of speed and dynamics.• Listen to a range of music displaying different moods. Consider the impact of the music on our feelings.• Suggest ways in which sounds in music and the way they are put together help create different moods. Consider how the musical elements are used.• Use the musical elements to help create different moods in their own music.• Find combinations of notes that make ‘comfortable’ and ‘uncomfortable’ sounds and start to use them in creating moods in their own music.• Listen attentively to songs and gain information from them.• Understand what is meant by programme music.• Use composing techniques to combine sounds in different ways and create a group piece of programme music.• Whilst creating music think how effective their sound choices were and improve where necessary.

Summer 1 and Summer 2

Ideas base: Charanga

Other base Unit of Work Salt and Pepper

- Move in time to a changing pulse.
- Identify and recall (imitate) rhythmic patterns of 4 and 8 beat length, including rests.
- Interpret an individual and then a series graphic dynamic symbols explaining how they could be played in words.
- Interpret an individual and then series of graphic dynamic symbol playing sounds to represent them, focusing on controlling the sounds to ensure they are constant or controlling the graduation of sounds depending on the symbol.
- Understand that varying the tempo, in the cases of these symbols, should not influence the dynamics.
- Create and play a dynamic graphic trail using pre-written symbols, thinking about the musicality of the trail.
- Produce layers of sound by creating and playing (using pre-written symbols), in a small group, a layered dynamic graphic trail.
- Create own graphic dynamic symbols and order these to produce a dynamic trail, thinking about the musicality of the trail.
- Evaluate own work and that of others according to pre-established criteria, thinking about how I or they could improve their work.
- Sing and play a range of singing games with confidence.
- Identify different actions and uses of singing games.
- Use knowledge of notation to work out/play rhythm patterns.
- Identify the different characteristics of singing games.
- Identify characteristics singing games have in common.
- Create a group singing game.

Year 5

Autumn 1 and Autumn 1	Spring 1 and Spring 2
<p>Ideas base: Charanga</p> <p>Other base Unit of Work Cyclic Patterns</p> <ul style="list-style-type: none"> Recall/imitate rhythmic patterns of 4, 3 and 8 beats including rests and quick notes. Improvise rhythmic patterns of 4, 3 and 8 beats including rests and quick notes. Understand some of the traditions behind African drumming, the types of instruments used and the structure of African greetings. Invent and perform simple rhythms built upon speech patterns. Subdivide the pulse keeping a steady beat, accenting the first beat. Play a steady pulse whilst communicating (spoken) a different rhythm pattern. Read and interpret a musical grid score working out how rhythms should be played. Play a rhythm as a repeating pattern, keeping the pulse constant. Play own repeating rhythm in combination with others with an awareness of the pulse. Understand that silence is as important as making a sound. Follow the cues of the leader to start and stop the music. Understand the term, 'cyclic patterns' as a rhythmic (and/or melodic) pattern which repeats. See how rhythms containing notes/sounds of different duration fit together. Follow tempo changes, adjusting the speed of the rhythm played to fit the new tempo. Begin to improvise within the music by altering and embellishing a set rhythm but still playing with an awareness of the beat. Identify repeating rhythms and improvisations within recorded music. 	<p>Unit of Work Ocarina</p> <p><u>Ongoing Skills – Rhythm Warm-up</u></p> <ul style="list-style-type: none"> Imitate rhythm patterns of 4, 3, 5 and 8 beats, including rests, quick notes on the ocarina. Understand that music can be in different metres. Clap rhythms in a metre of 5 accenting the first beat and with control of dynamic contrast. Interpret and read a grid score. Create and record on a graphic score rhythms in a metre of 5. Perform own rhythm patterns in a metre of 5 with an awareness of the beat. Maintain their own rhythms in combination with others. Play an ostinato on the ocarina, in combination with others, with an awareness of the pulse. <p><u>Ocarina Playing</u></p> <ul style="list-style-type: none"> Know the origin of the ocarina. Identify the different parts of an ocarina. Know how the sound is produced on an ocarina. Make sounds, thinking about and using techniques to ensure a good tone quality – breathing warm air and making the 'doo' sound.

<ul style="list-style-type: none"> • Improvise within the music by altering and embellishing a set rhythm over a steady beat. • Improvise within the music by altering and embellishing a set rhythm over cyclic patterns. • Record/notate cyclic patterns on a grid score. 	<ul style="list-style-type: none"> • Use the tonguing technique. • Develop co-ordination skills in the movement of the fingers. • Create a good posture for playing. • Develop breathing techniques using correct organs and muscles. • Control the flow and strength of breath needed to produce a good tone. • Read and play a series picture oc-pixs. • To play with an awareness of timing and the pulse. • To play own part in a round with an awareness of the pulse. • To critically analyse how well they think they have progressed in playing the ocarina.
<p>Summer Term 1 and Summer Term 2</p>	
<p>KS2 Musical Show Performance</p> <ul style="list-style-type: none"> • Singing for fun, showing increasing control of breathing, posture and sound projection. Practising breathing through the mouth, demonstrating ability to breathe low and relaxed rather than with tension into the chest. Focusing on the important balance between poise and relaxation and developing a greater awareness of the 'smiling face' and ability to produce unforced, well blended sounds by supporting the sound with deeper breaths. • Demonstrating improving tone production and use of diction. Using simple mouth shapes e.g. 'oo' and 'ah' with greater effect and beginning to use techniques to help create the 	

desired mood/feeling/texture etc of a song e.g. legato and staccato singing.

- Singing songs in tune and with an awareness of other parts.
- Identifying phrases through breathing in appropriate places and beginning to recognise simple structures.
- Making expressive use of the musical elements to add interest to their singing.
- Thinking of and controlling contrasts in dynamics (fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo and diminuendo) and tempo (prestissimo, allegro, andante, adagio, grave, accelerando and rallentando) to create different moods and effects when singing to express the meaning of the song.

Year 6

Autumn 1 and Autumn 1	Spring 1 and Spring 2
<p>Unit of Work Songwriter</p> <ul style="list-style-type: none">• Identify and recall (imitate) longer and more complex rhythmic patterns, including rests and use of dynamics.• Improvise longer and more complex rhythmic patterns of a set length, including rests and dynamics and perform them separately.• Clap more complex rhythms from notation.• Perform rhythms in time to a steady pulse.• Identify different metres and perform an independent part, keeping to a steady pulse.• Lead a rhythm game improvising longer and more complex rhythmic patterns of a set length, including rests and dynamics and swapping between metres.• Understand how notes fit together in time e.g. 4 semiquavers fit with 1 crotchet or 2 quavers etc.• Explore how lyrics can be generated and organised.• Understand that syllables of words make the rhythm.• Learn how words are set to rhythm patterns using notation.• Create own lyrics in phrases/sentences that fit to a 4 pulse metre.• Compose a simple melody to previously generated words taking into account how melodies for songs are usually	<p>Unit of Work Recorder</p> <p><u>Ongoing Skills – Rhythm Warm-up</u></p> <ul style="list-style-type: none">• Imitate, improvise and perform rhythm patterns of 4, 3, 5, 7 and 8 beats, including rests, quick notes on the ocarina.• Understand that music can be in different metres.• Clap rhythms in a metre of 7 accenting the first beat and with control of dynamic contrast.• Interpret and read a grid score.• Create and record on a graphic score rhythms in a metre of 7.• Perform own rhythm patterns in a metre of 7 with an awareness of the beat.• Maintain their own rhythms in combination with others.• Play an ostinato on the recorder, in combination with others, with an awareness of the pulse. <p><u>Recorder Playing</u></p> <ul style="list-style-type: none">• Identify the different parts of a recorder.• Know how the sound is produced on a recorder.• Make sounds, thinking about and using techniques to ensure a good tone quality – breathing warm air, ‘tuning in’ and making the ‘d’ sound.• Use the tonguing technique.

structured e.g. melodies usually move step by step, usually each syllable of the tune has its own note etc.

- Record ideas for their melody on a grid using symbols and note names.
- Consider how lyrics and mood of the song influence its tempo.
- Identify how lyrics can be used to convey mood, attitude or tell a story.
- Recognise that lyrics reflect the time and place in which they were composed.
- Recognise how lyrics can have cultural, historical and social meaning.
- Create and perform a simple song using knowledge gained in this unit e.g. tips for melody writing, setting lyrics to rhythms.
- When composing think about how lyrics have an effect on the melody and the style and mood of the song.
- Work cooperatively in a group.
- Improve their work through analysis, evaluation and comparison.

- Develop breathing techniques using correct organs and muscles.
- Control the flow and strength of breath needed to produce a good tone.
- Show an awareness of phrasing.
- Develop co-ordination skills in the movement of the fingers.
- Create a good posture for playing.
- Play with an awareness of timing and the pulse.
- To critically analyse how well they think they have progressed in playing the recorder.

- Begin to read, interpret, play and use the following standard notation:

Note Values

Crotchet, minim, semi-breve, quaver.

Rest Values

crotchet rest, minim rest, semibreve rest, whole bar rest.

Time Signature

4 quadruple time, as in four

4 crotchet beats.

3 triple time, as in three

4 crotchet beats.

General Knowledge

Stave, bar line, double bar line, treble clef, repeat marks, D.C. (from the beginning), D.C. al fine (repeat from the beginning to the fine (end) mark).

Dynamic Markings

	<p>Very soft p</p> <p>Soft pp</p> <p>loud f</p> <p>Very Loud ff</p> <p>Crescendo</p> <p>Diminuendo</p> <p>Pitch</p> <p>Recognise notes B, A, G, low E and low D on the music stave.</p>
Summer Term 1 and Summer Term 2	
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| <ul style="list-style-type: none">• Identifying phrases through breathing in appropriate places and beginning to recognise simple structures.• Making expressive use of the musical elements to add interest to their singing.• Thinking of and controlling contrasts in dynamics (fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo and diminuendo) and tempo (prestissimo, allegro, andante, adagio, grave, accelerando and rallentando) to create different moods and effects when singing to express the meaning of the song. | |
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