

# KPS – Music

## Progression of Skills

	Yr 1/2	Yr 3/4	Yr 5/6
<b>Musicianship: understanding Music</b>	<p>Using body percussion, instruments and voices</p> <p>In the key centres of: C major, F major, G major, A minor</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Using body percussion, instruments and voices</p> <p>In the key centres of: C major, F major, G major, A minor</p> <p>In the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC</p>	<p>Using body percussion, instruments and voices</p> <p>In the key centres of: C major, F major, G major, D major, A minor, D minor</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB<math>\flat</math>CDE, GAB<math>\sharp</math>CDEF<math>\sharp</math>, DEF<math>\sharp</math>GABC<math>\sharp</math>, ABCDEFG</p>

Listening	<p>Move and dance with the music confidently</p> <p>Talk about how the song makes you feel</p> <p>Find different steady beats</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song eg. Chorus, call and response</p> <p>Start to talk about the style of a song</p> <p>Start to talk about where music might fit into the world</p> <p>Begin to understand about different styles of music</p>	<p>Share your thoughts and feelings about the music together</p> <p>Find the beat or groove of the music</p> <p>Invent different actions to move in time with the music</p> <p>Talk about what the song means</p> <p>Identify some instruments you can hear playing</p> <p>Identify if it's a male or female voice</p> <p>Talk about the style of the songs</p> <p><b>Talk about the words of a song</b></p> <p><b>Think about why the song was written</b></p> <p><b>Find and demonstrate the steady beat</b></p> <p><b>Identify 2/4, 3/4, and 4/4 metre</b></p> <p><b>Identify the tempo as fast, slow, or steady</b></p> <p><b>Recognise the style of music you are listening to</b></p> <p><b>Discuss the structures of songs</b></p> <p><b>Identify:</b></p> <p><b>Call and response</b></p> <p><b>A solo vocal or instrumental line and the rest of the ensemble</b></p> <p><b>A change in texture</b></p> <p><b>Articulation on certain words</b></p> <p><b>Programme music</b></p> <p><b>Explain what a main theme is and identify when it is repeated</b></p> <p><b>Know and understand what a musical introduction is and its purpose</b></p> <p><b>Recall by ear memorable phrases heard in the music</b></p> <p><b>Identify major and minor tonality</b></p> <p><b>Recognise the sound and notes of the pentatonic scale by ear and from notation</b></p> <p><b>Describe legato and staccato</b></p> <p><b>Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae</b></p>	<p>Talk about feelings created by the song</p> <p>Justify a personal opinion with reference to musical concepts</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</p> <p>Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, and an instrumental break</p> <p>Explain a bridge passage and its position in a song</p> <p>Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality, <b>triads I, IV and V, and intervals within a major scale</b></p> <p>Explain rapping</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals</p> <p><b>Explain the role of a main theme in musical structure</b></p> <p><b>Know and understand what a musical introduction and outro is and its purpose</b></p> <p><b>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups</b></p>
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Singing	<p>Sing as part of a choir          Demonstrate good singing posture          Sing songs from memory and/or from notation          Sing to communicate the meaning of the words          Sing in unison and sometimes in parts  <b>Understand and follow the leader or conductor</b>  <b>Add actions to a song</b>  <b>Move confidently to a steady beat</b>  <b>Talk about feelings created by the music/song</b>  <b>Recognise some band and orchestral instruments</b>  <b>Describe tempo as fast or slow</b>  <b>Join in sections of the song eg. chorus</b>  <b>Begin to understand where the music fits in the world</b>  <b>Begin to talk about and understand the style of the music</b></p>	<p>Sing unit songs from memory and/or from notation          Sing with awareness of following the beat          Sing with attention to clear diction          Sing expressively, with attention to the meaning of the words          Sing in unison          Understand and follow the leader or conductor          Copy back simple melodic phrases using the voice  <b>Rehearse and learn songs from memory and/or with notation.</b>  <b>Sing in 2/4, 3/4, 4/4</b>  <b>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture</b>  <b>Demonstrate good singing posture</b>  <b>Demonstrate vowel, blended sounds, and consonants</b>  <b>Sing 'on pitch' and 'in time'</b>  <b>Sing expressively, with attention to breathing and phrasing</b>  <b>Sing expressively, with attention to staccato and legato</b>  <b>Talk about the different styles of singing used for different styles of song</b>  <b>Talk about how the songs and their styles connect to the world</b></p>	<p>Sing in unison and as part of a smaller group          Sing 'on pitch' and 'in time'          Sing a second part in a song          Self-correct if lost or out of time          Sing expressively, with attention to breathing and phrasing          Sing expressively, with attention to dynamics and articulation          Develop confidence as a soloist          Talk about the different styles of singing used for different styles of song          Talk confidently about how connected you feel to the music and how it connects in the world          Respond to a leader or conductor          Rehearse and learn Year 6 Unit songs from memory and/or with notation  <b>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8</b>  <b>Sing with and without an accompaniment</b>  <b>Sing syncopated melodic patterns</b>  <b>Demonstrate and maintain good posture and breath control whilst singing</b>  <b>Lead a singing rehearsal</b>  <b>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world</b></p>
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Notation	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of: C D E F G A B G A B D E F# F G A Bb C D E <b>Identify hand signals as notation and recognise music notation on a stave of five lines</b></p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A Bb C G A B C D E F# D E F# G A B C Reading and responding to minims, crotchets, and quavers Identifying: Stave Treble clef Time signature</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A Bb C D E G A B C D E F# Ab Bb C Db Eb F G G G# A Bb C D E F G A B C Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p>
Playing instruments	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major, E major</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, Ab major, D minor <b>Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor, F minor by ear or from notation</b></p>

Creating: Improvising	E x p l o r e improvisation within a major scale using the notes C D E, C G A, G A B and F G A	E x p l o r e improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F# A B, D E F G A	E x p l o r e improvisation within a major scale using the notes C D E $\flat$ F G, C D E F G, C D E G A, F G A B $\flat$ C, D E F G A
Creating: Composing	C r e a t e a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) <b>G A</b> <b>G A B</b> <b>G A B D</b> <b>G A B D E</b> <b>Start and ending on the note G (Pentatonic on G)</b> F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)	C r e a t e a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) D E D E F D E F G D E F G A Start and ending on the note D (D minor) G A G A B G A B D G A B D E Start and ending on the note G (G major)	C r e a t e a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F) F G F G A $\flat$ F G A $\flat$ B $\flat$ F G A $\flat$ B $\flat$ C Start and ending on the note F (F minor)

Performing	<p>Enjoy and have fun performing</p> <p>Choose a song/songs to perform to a well-known audience</p> <p>Prepare a song to perform</p> <p>Communicate the meaning of the song</p> <p>Add actions to the song</p> <p>Play some simple instrumental parts</p> <p><b>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</b></p> <p><b>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</b></p> <p><b>Talk about what the song means and why it was chosen to share</b></p> <p><b>Talk about the difference between rehearsing a song and performing it</b></p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance</p> <p>Talk about what the song means and why it was chosen to share</p> <p>Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment</p> <p><b>Rehearse and enjoy the opportunity to share what has been learned in the lessons</b></p> <p><b>Perform, with confidence, a song from memory or using notation</b></p> <p><b>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance</b></p> <p><b>Explain why the song was chosen, including its composer and the historical and the cultural context of the song</b></p> <p><b>Communicate the meaning of the words and articulate them clearly</b></p> <p><b>Use the structure of the song to communicate its mood and meaning in the performance</b></p> <p><b>Talk about what the rehearsal and performance has taught the student</b></p> <p><b>Understand how the individual fits within the larger group ensemble</b></p> <p><b>Reflect on the performance and how well it suited the occasion</b></p> <p><b>Discuss and respond to any feedback, consider how future performances might be different</b></p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience</p> <p>Perform from memory or with notation, with confidence and accuracy</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance</p> <p>Explain why the song was chosen, including its composer and the historical and the cultural context of the song</p> <p>A student leads part of the rehearsal and part of the performance</p> <p>Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance</p> <p>Collect feedback from the audience and reflect how future performances might be different</p> <p><b>Create, rehearse and present a holistic performance for a specific event, for an unknown audience</b></p> <p><b>Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts</b></p> <p><b>Perform from memory or with notation</b></p> <p><b>Understand the value of choreographing any aspect of a performance</b></p> <p><b>A student or a group of students rehearse and lead parts of the performance</b></p> <p><b>Understand the importance of the performing space and how to use it</b></p> <p><b>Record the performance and compare it to a previous performance</b></p> <p><b>Collect feedback from the audience and reflect how the audience believed in the performance</b></p> <p><b>Discuss how the performance might change if it was repeated in a larger/smaller performance space</b></p>
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