

Music Progression of Skills Lower KS2 - Year 3 and 4

Shrewsbury Cathedral Catholic Primary School & Nursery

National Curriculum For Music in Key Stage 2	
KS2	Pupils should be taught to:
2a	Play and perform in solo and ensembles context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2b	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
2c	Listen with attention to detail and recall sounds with increasing aural memory.
2d	Use and understand staff and other musical notations
2e	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
2f	Develop and understanding of the history of music.

Singing	Playing	Improvising and Composing	Critical Engagement
S.1 Engagement and Using the Voice	P.1 Creating and Exploring Sound	IC.1 Exploring Sounds	CE.1 Listening to a Range of Live, Recorded and own Music.
S.2 Pitch Skills	P.2 Controlling Sounds on Instruments	IC.2 Choosing and Organising Sounds	CE.2 Differentiating between Sounds
S.3 Singing with Control and Expression	P.3 Rhythm Skills (playing a pattern, etc)	IC.3 Creating music within structures	CE.3 Recognising and Recalling
S.4 Ensemble skills and part-singing	P.4 Pitch Skills	1C.4 Improvising to demonstrate musical ideas	CE.4 Responding through Movement
S.5 Performing	P.5 Ensemble skills	IC.5 Communicating ideas or moods	CE.5 Describing and appraising
S.6 Understanding song structure	P.6 Playing from Notation	IC.6 Improvising rhythms & tunes	
	P.7 Performing	IC.7 Creating and Performing own music in a group	
	P.8 Understanding instruments and how they are played	IC.8 Using Notation	

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Singing	NC		Term/Dates/Observational Notes
S.1 Engagement and Using the Voice	2a 2e 2f	Sings, with increasing confidence, fluency and expression, songs from different traditions, genre and times	
	2a	Uses own voice in a variety of ways, including vocal warm ups.	
S.2 Pitch Skills	2a 2c	Sings accurately in tune within a limited pitch range, following a melody or interval jumps	
S.3 Singing with Control and Expression	2a	Sings songs and speaks chants with increasing expression (e.g. dynamics, tone, phrasing).	
	2a	Sings with clear diction and breathing.	
S.4 Ensemble skills and part-singing	2a	Sings in unison and in short solos.	
	2a 2c	Maintains a simple part in a large group with two or more layers (rounds, drones and ostinato).	
	2a 2c	Follows musical instructions (e.g. dynamic changes).	
S.5 Performing	2a	Performs confidently in a group and may occasionally perform a solo.	
	2a	Shows an awareness of audience and a sense of occasion during special performances.	
S.6 Understanding song structure	2a 2c	Recognises different song structures (call and response, verse and chorus, cumulative).	
	2a 2c	Differentiates between contrasting sections (e.g. verse and chorus) and show awareness of simple phrase structure or repetition.	

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Playing	NC		Term/Dates/Observational Notes
P.1 Creating and Exploring Sound	2a 2b	Confidently explores and creates sounds, <i>including with music technology.</i>	
P.2 Controlling Sounds on Instruments	2a 2c	Plays a steady beat, internalising pulse.	
	2c	Indicates steady beat by movement including in silence.	
	2a 2b	Plays instruments with clarity, controlling subtle changes in dynamics and tempo including crescendo/ diminuendo. accelerando/rallentando	
		<i>Selects and controls beats, chords or loops in music technology programmes</i>	
P.3 Rhythm Skills (playing a pattern, etc)	2a	Performs simple rhythmic patterns and ostinati to an internalised pulse	
P.4 Pitch Skills	2a	Performs simple melodies and pitched ostinati to an internalised pulse	
P.5 Ensemble skills	2a	Follows a leader directing changes and start/stops.	
	2a 2b 2c	Maintains own part in a group piece playing rhythm on rhythm and holding a beat	
	2a 2c	Recognises the melodic line and an accompaniment in a texture	
P.6 Playing from Notation	2d	Plays using various notation as support (Graphic scores, rhythm notation e.g. crotchets and quavers)	
P.7 Performing	2a	Performs with an awareness of a group and to an audience	
P.8 Understanding instruments & how they are played	2b	Selects appropriate instruments and plays in a variety of ways	

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Improvising and Composing	NC		Term/Dates/Observational Notes
IC.1 Exploring Sounds	2a 2b	Explores and improvises sounds or musical patterns with voice, body or instruments <i>and music technology</i> .	
IC.2 Choosing and Organising Sounds	2b	Selects and orders sounds effectively to represent ideas or feelings, or to tell a story.	
IC.3 Creating music within structures	2a 2b	Creates rhythms, melodies, lyrics, <i>loops</i> or accompaniments within simple or given musical structures.	
IC.4 Improvising to demonstrate musical ideas	2a 2b	Improvises, with growing confidence and control with voice, instruments or <i>music technology</i> to demonstrate musical changes or contrasts.	
IC.5 Communicating ideas or moods	2a 2b	Improvises and composes effectively to communicate ideas or moods	
IC.6 Improvising rhythms & tunes	2a 2b	Improvises with growing confidence rhythms or simple tunes within musical structures (e.g. a beat, ostinato or chord sequence)	
IC.7 Creating and Performing own music in a group	2a 2b	Composes and performs solo or with class or group, contributing ideas to create songs, chants or pieces.	
IC.8 Using Notation	2b 2d	Uses given or own notation (graphic symbols or rhythm notation) to improvise, compose and record compositions.	

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Critical Engagement	NC		Term/Dates/Observational Notes
CE.1 Listening to a Range of Live, Recorded and own Music.	2c 2e 2f	Listens to, and comments on, high quality live and recorded music from different traditions, genre, styles and times with increasing focus and attention to detail.	
CE.2 Differentiating between Sounds	2c	Listens to several layers of sound, identifying musical elements or features and discussing their effect.	
CE.3 Recognising and Recalling	2c	Listens and recalls simple tunes, played or notated rhythms with increasing accuracy	
CE.4 Responding through movement	2c	Responds to music through movement to show understanding of mood, ideas, or musical features (e.g. beat, crescendos).	
CE.5 Describing and appraising	2c	Listens to own music, commenting on it in order to improve it.	