

Music Progression of Skills Upper KS2 - Year 5 and 6

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	IC.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 confidently, fluently and maintaining a strong pulse, songs from a range of traditions, genre and times	
	2a	Understands why and how to warm up the voice.	
S.2 Pitch Skills	2a	Sings accurately in tune within a wider pitch range (*octave and half*) and appropriate individual vocal range.	
S.3 Singing with Control and Expression	2a	Uses dynamics, phrasing, emphasis and accents to create intended effects.	
	2a	Sings with an awareness of breathing, posture and diction.	
S.4 Ensemble skills and part-singing	2a	Sings confidently in unison and solo.	
	2a 2c	Maintains an independent part in a small group with several layers and being aware of other parts (rounds, drones, ostinato and harmony).	
	2a	Follows more complex musical instructions (e.g. in part singing).	
S.5 Performing	2a	Performs confidently in a group and solo with expression and variety.	
	2a	Performs in a way that reflects the meaning and impact of the lyrics to an audience.	
S.6 Understanding song structure	2a	Understands more complex song structures.	
	2c	Identifies phrases through breathing appropriately	

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Playing	NC		Term/Dates/Observational Notes
P.1 Creating and Exploring Sound	2a 2b	Creates and performs sounds with accuracy <i>including with music technology.</i>	
P.2 Controlling Sounds on Instruments	2a 2c	Plays with others keeping to a common pulse	
	2a	Plays instruments with confidence and expression	
	2b	<i>Selects and controls beats, chords, effects and loops effectively in music technology programmes.</i>	
	2c		
P.3 Rhythm Skills (playing a pattern, etc)	2a 2b	Performs complex rhythmic patterns to an internalised pulse	
	2a 2c	Recognises a metre of 3 & 4	
	2a 2c	Recognises a change in metre	
P.4 Pitch Skills	2a 2c	Performs complex melodies and pitched accompaniments to an internalised pulse	
P.5 Ensemble skills	2a	Leads a group and follows a leader directing changes in musical expression	
	2a 2b 2c	Maintains an independent part in an ensemble	
	2c	Understands how the texture might vary	
P.6 Playing from Notation	2d	Plays using notation as support (Staff & rhythm notation, graphic scores)	
P.7 Performing	2a	Performs confidently in a group and solo, with expression and variety.	
P.8 Understanding instruments and how they are played	2a 2b	Organises sounds effectively using a variety of instruments or <i>music technology and styles.</i>	

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Improvising and Composing	NC		Term/Dates/Observational Notes
IC.1 Exploring Sounds	2b	Selects and use instruments, creative sound-makers <i>and music technology</i> , or playing techniques to improvise sounds or patterns.	
IC.2 Choosing and Organising Sounds	2a 2b	Selects, orders, combines and changes sounds, imaginatively and with expression, to represent ideas, moods or feelings, or tell a story.	
IC.3 Creating music within structures	2a 2b	Creates and combines rhythms, melodies, harmonies <i>loops</i> , or lyrics within own musical pieces effectively.	
IC.4 Improvising to demonstrate musical ideas	2a 2b	Improvise imaginatively and expressively with voice or instruments <i>or music technology</i> using inter-related dimensions of music.	
IC.5 Communicating ideas or moods	2b	Improvise and composes imaginatively to communicate ideas & moods	
IC.6 Improvising rhythms & tunes	2a 2b	Improvise rhythms and tunes within musical structures (e.g. a beat, ostinato or chord sequence) confidently and imaginatively.	
IC.7 Creating and Performing own music in a group	2a 2b	Composes and perform solos and with others effectively and imaginatively to create songs, chants or pieces	
IC.8 Using Notation	2b 2d	Uses notation (graphic scores, rhythm or staff notation) to support & record composition to improvise, compose and record own 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 evaluates a range of high quality live and recorded music from different traditions, genre, styles and times with concentration and discernment, and share opinions, using musical language.	
CE.2 Differentiating between Sounds	2c	Listens to several layers of sound, identifying musical elements or features, discussing their effect and justifying ideas.	
CE.3 Recognising and Recalling	2c	Listens and accurately recalls melodies, rhythms, notated music or separate parts in a group.	
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 work and others with discernment, and share opinions, using these ideas to improve own work.	