

Music Skills, Knowledge and Vocabulary Progression



Lower Key Stage 2

	<u>Year 3</u>	<u>Year 4</u>
<p>Knowledge</p> <p>Improvise & Compose</p>	<p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Explore ways to create word-based pieces of music.</p> <p>Explore ways to communicate atmosphere and effect.</p> <p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'.</p>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments also inspired by colours and shape.</p> <p>Structure musical ideas into a composition.</p> <p>Create and read graphic scores.</p> <p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes and short, repeated rhythms.</p> <p>Compose a pentatonic melody and patterns.</p> <p>Use notation to represent musical ideas.</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p>
<p>Skills</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.</p>

	<p>note range.</p> <p>Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology</p>
Vocabulary	Rhythm, notation, score	Fanfare, graphic score, pentatonic scale, ostinato, rhythm
<p>Knowledge</p> <p>Sing & Play</p>	<p>Sing a call-and-response song in groups, holding long notes confidently.</p> <p>Play melodic and rhythmic accompaniments to a song.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part, contributing to the chords accompanying the verses.</p> <p>Learn a part on tuned percussion and play as part of a whole-class performance.</p> <p>Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</p>	<p>Sing in a Gospel style with expression and dynamics.</p> <p>Play a bass part and rhythm ostinato along with This little light of mine.</p> <p>Sing Part 1 of a partner song rhythmically.</p> <p>Sing swung rhythms lightly and accurately.</p> <p>Sing with expression and a sense of the style of the music.</p> <p>Sing in 3 part harmony.</p> <p>Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory.</p>

	<p>Play repeating rhythmic patterns and count musically.</p> <p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p>	
<p>Skills</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. do-mi</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (descrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p>

	<p>or C-E) as a whole class or in small groups.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p>
Vocabulary	Rhythm, accompaniment, call and response	Dynamics, harmony, minims, crotchets, quavers, rests
<p>Knowledge Listen & Appraise</p>	<p>Listen and identify where notes in the melody of the song go down and up.</p> <p>Begin to develop an understanding and appreciation of music from different musical traditions.</p> <p>Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</p> <p>Understand that a folk song is music that belongs to the people of a particular place.</p>	<p>Listen and move in time to songs in a Gospel style.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).</p> <p>Talk about the effect of particular instrument sounds (timbre).</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p> <p>Listen and identify similarities and differences between acoustic guitar styles.</p>

	<p>Identify how the pitch and melody of a song has been developed using symmetry.</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Experience call-and response patterns through moving with a partner.</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p> <p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and carnival.</p> <p>Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</p>	<p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p> <p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Watch a film and analyse it in a musical context.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>
Skills	Listen with attention to detail and recall sounds with increasing aural memory.	Listen with attention to detail and recall sounds with increasing aural memory.

	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>
Vocabulary	Rhythm, beat, pitch, Rondo form, structure	Folk, folk-rock, gospel