


Brough Primary School – Progression in Music Skills KS2



Information given is for each of three generic phases, listening and appraising, listening and responding (including improvising and performance) and composing. Our music school-wide focus is on year group performances, learning songs from memory

	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
<p>Listening and responding</p> 	<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ❖ Its lyrics: what the song is about ❖ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ❖ Identify the main sections of the song (introduction, verse, chorus etc.) ❖ Name some of the instruments they heard in the song ❖ Some of the style indicators of that song (musical characteristics that give the song its style). ❖ Name some of the instruments they heard in the song. 	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <ul style="list-style-type: none"> ● To know the style of the five songs and to name other songs from the <u>Units in those styles.</u> ● To choose two or three other songs and be able to talk about: ● Some of the style indicators of the songs (musical characteristics that give the songs their style) <ul style="list-style-type: none"> ❖ The lyrics: what the songs are about ❖ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ❖ Identify the main sections of the songs (intro, verse, chorus etc.) ❖ Name some of the instruments they heard in the songs

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	<p>Key vocabulary</p> <ul style="list-style-type: none"> ❖ <i>R&B</i> ❖ <i>Western</i> ❖ <i>Classical</i> ❖ <i>Musicals</i> ❖ <i>Motown</i> ❖ <i>Soul</i> ❖ <i>Hip Hop</i> ❖ <i>Reggae</i> ❖ <i>pulse</i> ❖ <i>pitch</i> ❖ <i>rhythm</i> ❖ <i>tempo</i> ❖ <i>timbre</i> ❖ <i>dynamics</i> 	<p>→ The historical context of the songs. What else was going on at this time?</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. • How to keep the internal pulse. • Musical Leadership: creating musical ideas for the group to copy or respond to.
<p>Listen and appraise</p>	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. 	<p>To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> • To think about the message of songs.

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	<ul style="list-style-type: none"> • Listen carefully and respectfully to other people's thoughts about the music. • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style). ○ The lyrics: what the songs are about. ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs. ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Charanga Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Charanga</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and</p> <p>Gold Challenges. Children will complete the following in relation to the main</p> <p>song, using three notes:</p> <ul style="list-style-type: none"> • Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns
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		<ul style="list-style-type: none"> • Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes • Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes
Musical activities	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. <p>Know and be able to talk about:</p>	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features. ○ Singing in unison, the solo, lead vocal, backing vocals or rapping. ○ To know what the song is about and the meaning of the lyrics. ○ To know and explain the importance of warming up your voice.

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	<ul style="list-style-type: none">• How pulse, rhythm and pitch work together.• Pulse: Finding the pulse – the heartbeat of the music.• Rhythm: the long and short patterns over the pulse.• Know the difference between pulse and rhythm.• Pitch: High and low sounds that create melodies• How to keep the internal pulse.• Musical Leadership: creating musical ideas for the group to copy or respond to. <p>Charanga</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none">1. Find the Pulse2. Rhythm Copy Back:<ol style="list-style-type: none">a. Bronze: Clap and say back rhythms.b. Silver: Create your own simple rhythm patterns.c. Gold: Perhaps lead the class using their simple rhythms.3. Pitch Copy Back Using 2 Notes.<ol style="list-style-type: none">a. Bronze: Copy back – ‘Listen and sing back’ (no notation).	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none">• Bronze Challenge<ul style="list-style-type: none">○ Find the pulse.○ Copy back rhythms based on the words of the main song, that include syncopation/off beat.○ Copy back one-note riffs using simple and syncopated rhythm patterns.• Silver Challenge<ul style="list-style-type: none">○ Find the pulse.○ Lead the class by inventing rhythms for others to copy back.○ Copy back two-note riffs by ear and with notation.○ Question and answer using two different notes.• Gold Challenge<ul style="list-style-type: none">○ Find the pulse.○ Lead the class by inventing rhythms for them to copy back.
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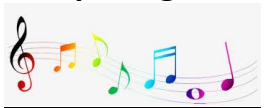
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	<p>b. Silver: Copy back with instruments, without then with notation. c. Gold: Copy back with instruments, without and then with notation. 4. Pitch Copy Back and Vocal Warm-ups.</p>	<ul style="list-style-type: none"> ○ Copy back three-note riffs by ear and with notation. ○ Question and answer using three different notes.
<p>Improvising</p> 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five. ● To know that if you improvise using the notes you are given, you cannot make a mistake. ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations. <p>Charanga Improvise using instruments in the context of the song they are learning to perform. Using the improvisation</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols. ● The notes C, D, E, F, G, A, B + C on the treble staff. ● The instruments they might play or be played in band or orchestra or by their friends. <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.

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	<p>tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> • Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back ○ Play and Improvise – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. • Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. • Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Charanga Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session
<p>Composing</p> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.

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	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
<p>Performing</p> 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • Everything that will be performed must be planned and learned. • You must sing or rap the words clearly and play with confidence

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	<ul style="list-style-type: none"> • A performance can be a special occasion and involve an audience including of people you don't know. • It is planned and different for each occasion. • It involves communicating feelings, thoughts and ideas about the song/music <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> • A performance can be a special occasion and involve an audience including of people you don't know. • It is planned and different for each occasion. • A performance involves communicating ideas, thoughts and feelings about the song/music. <p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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