

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
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Instrumental Music & Performance

- Children can correctly hold a beater for a glockenspiel, using a good technique
- Children can play an octave scale - C major and can play the glockenspiel accompanying a backing track or live music
- Children can perform to an audience with confidence and a sense of purpose

Notation & Composition

- Children can clap and play crotchets, quavers, minims and semibreves and their related rests accurately and can understand the Italian names of the notes and their values
- Y3: Children can compose and perform a 4-bar melody using a single-line stave or graphic notation grid
- Y3: Children can read and write notes using the treble clef
- Y4: Children can read and write notes using the treble clef with greater fluency
- Children can compose their own 8-bar rhythm and melody

Singing

- Y3: Children can use their voice to sing with expression and understand the importance of good structure
- Y4: Children can use their voice to sing with secure intonation, expression, posture and vocal technique and use their knowledge of vocal health to sing safely

Listening & Appraising

Instrumental Music & Performance

- Y5: Children can play the Boomwhackers using the correct hand positions
- Y5: Children can play the Boomwhackers to a backing track while following the music
- Y6: Children can demonstrate a firm understanding to what is required of them when performing to an audience
- Children can hold their own part securely when playing class instruments, playing in time with their peers
- Children can demonstrate a good understanding of tempo, dynamics, pulse and musicianship while playing percussive instruments i.e. glockenspiels and Boomwhackers

Notation & Composition

- Children can read and write notes using the treble clef with greater fluency
- Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values
- Children can compose their own rhythm and melody
- Children can read and write notes using the treble clef and have knowledge of the bass clef
- Children can clap and play all of the basic musical notation and understand the Italian names of the notes and their values

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- Y3: Children can improve and others' performances, posture and technique and listening skills
- Y3: Children can use musical vocabulary when explaining why they like or dislike a piece of music
- Y4: Children can use basic musical vocabulary when explaining why they like or dislike a piece of music linked to the musical elements
- Y4: Children can improve their own and others' performances, posture and technique using their speaking and listening skills

Musical Knowledge

- Y3: Children can read the symbols for dynamics and understand their meaning
- Y3: Children can name musical instruments they see and hear
- Y3: Children can name musical symbols and words and give a meaning to them
- Y4: Children are starting to use the musical language when discussing music
- Y4: Children can name and remember at least five key facts about a musical composer they have studied this year
- Y4: Children can name musical instruments of an orchestra and can explain how they produce their sound
- Y4: Children are starting to use musical language as they discuss music

- Children can work as part of a small group and compose their own music, ready for a performance
- Children can compose their own music, using the glockenspiels with treble clef notation

Singing

- Y5: Children can use their voices to sing with secure intonation, expression, posture and vocal technique and can use their knowledge of vocal health to sing safely
- Y6: Children can hold their own part securely when singing in harmony confidently
- Y6: Children can use their voices to sing with secure intonation, expression, posture and vocal technique and use their knowledge of vocal health to sing safely

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Listening & Appraising

- Y5: Children can use basic musical vocabulary when exploring why they like or dislike a piece of music linked to the relevant musical elements
- Y6: Children can use a good level of musical vocabulary when exploring why they like or dislike a piece of music linked to the relevant musical elements
- Children can improve their own and others' performances, posture and technique using their speaking and listening skills

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Key vocabulary

- ❖ *pulse*
- ❖ *pitch*
- ❖ *rhythm*
- ❖ *tempo*
- ❖ *timbre*
- ❖ *dynamics*

- ❖ *stave*

- ❖ *treble clef*

- ❖ *glockenspiel*

- ❖ *beater*

- ❖ *orchestral instruments names*

Musical Knowledge

- Y5: Children can read the symbols for dynamics and understand their meanings
- Y5: Children can create a presentation about a composer they have studied this year and talk about this to the class
- Y5: Children have a good understanding of the musical language which they have been taught throughout their music lessons
- Y6: Children can read the symbols for dynamics and basic tempos and understand their meaning
- Children have a secure knowledge of the musical vocabulary throughout their time
- Children can name and remember at least three key facts about a musical composer they have studied this year
- Y5: Children can name musical instruments that they see and hear
- Y5: Children can name musical symbols and words and give meanings to them

Key vocabulary

- ❖ *pulse*
- ❖ *pitch*
- ❖ *rhythm*
- ❖ *tempo*

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- ❖ *timbre*
- ❖ *dynamics*

- ❖ *boomwhackers*

- ❖ *glockenspiels*

- ❖ *treble and bass clefs*

- ❖ *vocal health*

- ❖ *intonation*

- ❖ *expression*

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