

Progression of skills document – KS2

| | Kestrels (Yr 4/5) | Eagles (Yr5/6) |
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| Performing - developing singing and instrumental skills | <p>Sing songs in unison and solo. Introduce two part songs.</p> <p>Use and recognise Ta, titi, shh and ta-a in stick notation.</p> <p>Explore and play a variety of untuned and tuned percussion instruments.</p> <p>Perform as a class and in small groups to an audience.</p> <p>Securely identify pulse, rhythm and pitch, and develop an understanding of texture and form.</p> <p>To perform rhythms using stick notation and simple melodies with standard notation.</p> <p>Use solfa handsigns to show la so mi.</p> | <p>Sing songs in unison and solo with increasing range.</p> <p>Sing two part songs and rounds in up to four parts.</p> <p>Use and recognise Ta, titi, ta-a and ta-a-a in stick notation, including all rests.</p> <p>Introduce syncopa.</p> <p>Explore and play a variety of untuned and tuned percussion instruments and learn whole class ukulele.</p> <p>Perform as a class, in small groups and solo to an audience.</p> <p>Securely discuss pulse, rhythm and pitch, texture, form and instrumentation.</p> <p>To perform rhythms and melodies using standard notation.</p> <p>Use solfa handsigns up to an octave.</p> |
| Composing - creating and developing musical ideas | <p>Improvise larger elements of songs.</p> <p>Compose a short rhythm using stick notation individually. Join these together to compose a small group piece.</p> <p>Compose in small groups responding to different stimuli (art/environment/images without sound).</p> <p>Compose an accompaniment for a short, simple known song in small groups using tuned percussion and chords on the ukulele.</p> <p>Write alternative lyrics for a known song as part of a group.</p> | <p>Improvise short sections of music.</p> <p>Compose individually responding to different stimuli (art/environment/images without sound) using own instrument.</p> <p>Compose an accompaniment for a known song in small groups using tuned percussion or ukuleles.</p> <p>Write alternative lyrics for a 12 bar blues as part of a small group.</p> <p>Write a rap as part of a small group.</p> |
| Listening - using key terms to express understanding of music | <p>Identify pulse in complex songs in 4, 2 and 6/8 and recorded music.</p> <p>Complete a study of the history of music up to the 20th Century.</p> <p>Listen to music from The Nutcracker Suite, with a focus on learning and identifying form.</p> <p>Be able to discuss music in more detailed terms; pulse, rhythm, form, texture, instrumentation.</p> | <p>Identify in songs with changing metre.</p> <p>Complete a study of music from around the World.</p> <p>Be able to discuss music in more detailed terms; pulse, metre, rhythm, ostinato, form, texture and instrumentation.</p> |
| Appraise and evaluate - responding to and reviewing recorded and live music | <p>Respond to live and recorded music thinking about how it made them feel.</p> <p>Discuss how some music was written for specific purposes (dancing/entertainment etc) and evaluate whether this was successful.</p> <p>Discuss and evaluate programme music.</p> <p>Discuss and evaluate recorded music and their own compositions using appropriate musical language, including pulse, rhythm, pitch, dynamics, texture and instrumentation.</p> | <p>Respond to live and recorded music thinking about how it made them feel.</p> <p>Discuss 12 bar blues.</p> <p>Discuss and evaluate recorded music and their own compositions using appropriate musical language, including pulse, metre, rhythm, ostinato, form, texture and instrumentation.</p> |