

Greenway Music Progression Document

National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	Year 3	Year 4	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Sing in tune with expression • Control their voice when singing • Play clear notes on instrument 	<ul style="list-style-type: none"> • Perform a simple part rhythmically • Sing songs from memory with accurate pitch • Improvise using repeated patterns 	<ul style="list-style-type: none"> • Breathe in the correct place when singing • Sing and use their understanding of meaning to add expression • Maintain their part whilst others are performing their part • Perform 'by ear' and from simple notations • Improvise within a group using melodic and rhythmic phrases • Recognise and use basic structural forms e.g. rounds, variations, rondo form 	<ul style="list-style-type: none"> • Sing a harmony part confidently and accurately • Perform parts from memory • Perform using notations • Take the lead in a performance • Take on a solo part • Provide rhythmic support

Greenway Music Progression Document

Composing (incl notation)	<ul style="list-style-type: none"> • Use different elements in their composition <ul style="list-style-type: none"> • Create repeated patterns with different instruments • Compose melodies and songs? • Create accompaniments for tunes • Combine different sounds to create a specific mood or feeling 	<ul style="list-style-type: none"> • Use notations to record and interpret sequences of pitches <ul style="list-style-type: none"> • Use standard notation? • Use notations to record compositions in a small group or on their own <ul style="list-style-type: none"> • Use their notation in a performance 	<ul style="list-style-type: none"> • Change sounds or organise them differently to change the effect <ul style="list-style-type: none"> • Compose music which meets specific criteria <ul style="list-style-type: none"> • Use their notations to record groups of pitches (chords) • Use a music diary to record aspects of the composition process <ul style="list-style-type: none"> • Choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> • Use a variety of different musical devices in their composition? (incl melody, rhythms and chords) <ul style="list-style-type: none"> • Recognise that different forms of notation serve different purposes • Use different forms of notation • Combine groups of beats
Appraising	<ul style="list-style-type: none"> • Improve their work; explaining how it has improved • Use musical words (the elements of music) to describe a piece of music and compositions • Use musical words to describe what they like and dislike • Recognise the work of at least one famous composer 	<ul style="list-style-type: none"> • Explain the place of silence and say what effect it has <ul style="list-style-type: none"> • Start to identify the character of a piece of music <ul style="list-style-type: none"> • Describe and identify the different purposes of music? • Begin to identify with the style of work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary <ul style="list-style-type: none"> • Explain why they think their music is successful or unsuccessful • Suggest improvements to their own or others' work <ul style="list-style-type: none"> • Choose the most appropriate tempo for a piece of music • Contrast the work of famous composers and show preferences 	<ul style="list-style-type: none"> • Refine and improve their work <ul style="list-style-type: none"> • Evaluate how the venue, occasion and purpose affects the way a piece of music is created • Analyse features within different pieces of music • Compare and contrast the impact that different composers from different times will have had on the people of the time

Greenway Music Progression Document

Challenging	<ul style="list-style-type: none"> • Work with a partner to create a piece of music using more than one instrument • Understand metre in 2 and 3 beats; then 4 and 5 beats • Understand how the use of tempo can provide contrast within a piece of music • Tell whether a change is gradual or sudden <ul style="list-style-type: none"> • Identify repetition, contrasts and variations 	<ul style="list-style-type: none"> • Use selected pitches simultaneously to produce simple harmony • Explore and use sets of pitches, e.g. 4 or 5 note scales <ul style="list-style-type: none"> • Show how they can use dynamics to provide contrast • Identify how a change in timbre can change the effect of a piece of music 	<ul style="list-style-type: none"> • Use pitches simultaneously to produce harmony by building up simple chords <ul style="list-style-type: none"> • Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song • Understand the relation between pulse and syncopated patterns • Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre • Explain how tempo changes the character of music • Identify where a gradual change in dynamics has helped to shape a phrase of music 	<ul style="list-style-type: none"> • Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together • Can they show how a small change of tempo can make a piece of music more effective • Use the full range of chromatic pitches to build up chords, melodic lines and bass lines • Appraise the introductions, interludes and endings for songs and compositions they have created
--------------------	---	--	---	--