

Cononley Primary School KS2 Music Progression Map


The content of our KS2 Music Curriculum builds on the knowledge taught in EYFS and KS1. It fulfils the requirements of the National Curriculum for Music and comprises both substantive and disciplinary knowledge. Substantive knowledge (key knowledge, or inter-related dimensions of music – rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure) is taught discretely and then applied to the other components of the curriculum: performing, composing, appreciating and developing an understanding of the history of music. The application and interpretation of substantive knowledge (the inter-related dimensions of music) is described as disciplinary knowledge.

SUMMARY (from National Curriculum for Music 2014)

| Components: | | | |
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| <p>1. Inter-related dimensions of music: (developed discretely and threaded throughout Performing, Composing, Appreciating & Developing Understanding of History of Music)</p> <ul style="list-style-type: none"> •rhythm, pulse, pitch, tempo, dynamics, timbre, metre, structure) •staff and other musical notations | <p>2. Performing</p> <ul style="list-style-type: none"> •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <p>3. Composing</p> <ul style="list-style-type: none"> •improvise and compose music for a range of purposes using the inter-related dimensions of music •use and understand staff and other musical notations | <p>4. Appreciating / Developing an Understanding of the History of Music:</p> <ul style="list-style-type: none"> •appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians •develop an understanding of the history of music |

DETAIL

| 1. Inter-related dimensions of music: (developed discretely and threaded throughout Performing, Composing, Appreciating & Developing Understanding of History of Music) | Year 3 pupils will learn: | Year 4 pupils will learn: | Year 5 pupils will learn: | Year 6 pupils will learn: |
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| Pulse Vocabulary: length, duration, | Pupils will identify and respond to the pulse in compositions from a wide variety of musical genres. Reinforce difference between pulse and rhythm. | | | |
| Rhythm: pupils will be taught rhythm based on the Kodaly method. | Ta, ti-ti, ta-a Crotchet rest - sh ostinato, repeated pattern | Ta, ti-ti, ta-a, ta-a-a, ta-a-a-a, Crotchet rest - sh ostinato, repeated pattern | As for Year 3 & 4 plus: | As for Year 5 plus: syn-co-pa (syncopated rhythm) |

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| | | | ti-ka-ti-ka; ta-i ti (dotted rhythm) quaver rest, minim rest | |
| Rhythm notation |  | Repeat marks Standard rhythm notation for above rhythms (crotchet, quavers, minim, dotted minim, semi-breve) | Standard rhythm notation for above rhythms (crotchet, quavers, minim, dotted minim, semi-breve, semi quavers, dotted crotchet plus quaver) | Standard rhythm notation for above rhythms (crotchet, quavers, minim, dotted minim, semi-breve, semi quavers, dotted crotchet plus quaver.) |
| Metre Vocabulary: metre bar bar line beats time signature | Introduction to metre of 4. Vocabulary: Metre Bar beats | Metre of 4 Introduce metre of 3 Introduce time signature . Understand that top number shows the number of beats in a bar. | As for Year 3 & 4. Metre of 2, 3 and 4 | As for Year 5 Write a time signature for own compositions. |
| Pitch: using Kodaly method hand signals Vocabulary: Steps, leaps, repeats Pentatonic scale C major scale ascending descending | Intervals: So-mi La-so mi Do –re – mi Link to notes in a c major scale Vocabulary: Steps, leaps, repeats | Intervals: As for Year 3 plus: Do-re-mi-so-la So-mi; mi-do | Intervals: As for Year 3 & 4 plus: Introduce term - Pentatonic scale . Link to pitches learned in Y3 and Y4 do-re-mi-so- la Introduce fa Link to first 5 notes in a c major scale ; Do-re-me-fa-so Vocabulary: ascending, descending | Intervals: Consolidate all previous work on intervals. Link to notes in a c major scale : Do-re-me-fa-so-la-ti-do |
| Pitch notation | Use letter names to record simple tunes. | Use letter names Introduce stave and treble clef. Recognise middle C Vocabulary: stave, treble clef | As for Year 3 & 4 plus: Learn how to read d,e,f,g by using middle C as a reference point. Vocabulary: lines and spaces | Consolidation of work in previous years plus: learn how to read c,d,e,f,g,a,b,c using middle c as a reference point. |

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| Dynamics | P – quiet pp – very quiet F – loud – ff – very loud (louder, quieter, medium – from KS1) | As for Year 3 plus: mf – quite loud mp- quite quiet getting louder –(crescendo symbol) getting quieter – (decrescendo symbol) | As for Years 3 & 4 plus: Know that the dynamics symbols come from the Italian terms; piano, forte, mezzo piano, mezzo forte Crescendo and decrescendo (vocabulary) | Consolidation of work in previous years. Sf – sforzando –suddenly loud |
| Tempo | Fast slow Walking pace (fairly slow) Moderate speed (medium pace) | As for Year 3 plus: Fast- allegro, slow - adagio Getting faster (accelerando), getting slower (rallentando) Understand that the tempo is the speed of the pulse. | As for years 3 & 4 plus: Introduce the following terms: Andante: walking pace Moderato: at a moderate pace Accelerando, accel: getting faster Rallentando, rall: getting slower | |
| Music Technology | 2 Simple programs: create music to tell a story or reflect an atmosphere. | | Create combinations of different beats and effects using Busy Beats. Use Garage Band to provide chord accompaniments | |
| Melody (tune) | Link to pitches progression above. | Link to pitches progression above. Pentatonic scale | Link to pitches progression above. First 5 notes of C scale Pentatonic scale | Link to pitches progression above. C scale Pentatonic scale |
| Harmony | Drone | Drone | Major chords- introduce triads – C and G chords | Use C and G triads as an accompaniment |
| Structure and form: | Year 3 & 4 Identify structures learned in EYFS and KS1: Echo, Repeat, Call and Response Identify: Refrain Verse and Chorus Round Ostinato | | Year 5 & 6 - as for Year 3 & 4 plus introduce the following terms: AB (Binary form) ABA (ternary form) ABACADA etc (Rondo form) | |
| 2a) Performing: Singing | <ul style="list-style-type: none"> Know importance of posture, diction, breathing Copy a phrase | <ul style="list-style-type: none"> Sing with musical expression matching character of song Sing 2 part rounds and partner songs | <ul style="list-style-type: none"> Sing a simple second part of a two part song with confidence Maintain own part in a round (2-3 parts) | <ul style="list-style-type: none"> Sing confidently in a wide variety of styles Maintain own part in a round (3- 4parts) Sing songs with 3 parts |

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| | <ul style="list-style-type: none"> • Awareness of pitch (see above) and shape of melody • Sing a range of songs in unison • Chant or sing a round in 2 parts • Sing verse/ chorus and call and respond songs | <ul style="list-style-type: none"> • Copy short phrases with increasing accuracy • Copy and improvise simple tunes | <ul style="list-style-type: none"> • Sing with attention to dynamics, phrasing and pitch | <ul style="list-style-type: none"> • Sing with attention to rhythm, phrasing, accurate pitching and appropriate style. |
| 2b) Performing: Using Instruments | <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually • Maintain a rhythm or rhythmic or melodic ostinato simultaneously with a pulse/ steady beat • Copy a short melodic phrase by ear on a pitched instrument • Play using symbols including graphic and / or simple traditional notation • Follow simple hand directions from a leader • Play music that includes RESTS • | <ul style="list-style-type: none"> • Maintain two or more different rhythm / ostinato patterns in a small instrumental group against a steady beat • Use tuned percussion instruments to accompany songs and improvise • Play by ear – find known phrases or short melodies using tuned instruments • Play music in a metre of three or four time • Read and play from some conventional music symbols • Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. | <ul style="list-style-type: none"> • Read and play with confidence from conventional or graphic notation • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Maintain a rhythmic or melodic accompaniment to a song • Maintain own part on a pitched instrument in a small ensemble | <p>As for Year 5</p> <ul style="list-style-type: none"> • Lead/conduct a group of instrumental performers • Add dynamics |
| 3. Composing and Improvising (See also Music Technology above) | <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and untuned percussion and instruments) inventing short 'on-the-spot' responses using a limited note-range. • Words and actions to go with songs | <ul style="list-style-type: none"> • Improvise on a limited range of pitches (using voice, tuned or un-tuned percussion) • Compose • Combine known rhythmic notation with letter names and / or Solfege hand signs to create short phrases using a limited range of pitches suitab | <ul style="list-style-type: none"> • Arrange and compose simple songs • Use a range of symbols (conventional or graphic) to record compositions. • Introduce accompaniments either using a drone, or single notes (for example C) or C chords. | <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Plan and compose an 8 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) • Play this melody on available tuned percussion |

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| | <ul style="list-style-type: none"> • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Combine known rhythmic notation with letter names and / or solfege hand signs to create rising and falling phrases using just three notes (la, so and mi) | <p>(La, So, Mi Do,Re) for the voice or chime bars.</p> <ul style="list-style-type: none"> • Create rhythm sequences of 2-, 3- or 4-beat phrases, arranged into bars | <ul style="list-style-type: none"> • Compose or complete short piece in binary form. | <p>or use the voice. Notate this melody.</p> <ul style="list-style-type: none"> • Enhance with rhythmic or chordal accompaniment. |
| 4. Appreciating / Developing an Understanding of the History of Music | <ul style="list-style-type: none"> • Listen to live/recorded extracts of different kinds of music and identify and use musical terms (see below) • Identify different instruments/ensembles | <p>As for Year 3 plus:</p> <ul style="list-style-type: none"> • Discuss effect of layers of sounds (texture) and/or effect of sound of different instruments (timbre) | <p>As for Year 4 plus:</p> <ul style="list-style-type: none"> • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences <p>As for Year 5 plus:</p> <ul style="list-style-type: none"> • Use musical vocabulary to discuss and compare similarities and differences | |
| Vocabulary for describing musical elements | <p>Duration – beat, pulse, longer, shorter, sustained Tempo – see above Dynamics – see above Structure – see above Pitch- see above Metre</p> | <p>As for Year 3 plus: Texture – layering of sounds Timbre- sound quality of instruments Classical (general) Pop Rock Jazz</p> | <p>As for Y3& 4 plus: Genre/Style- refer to timeline Baroque Classical (specific) Romantic Modern As for Y3,4,& 5 plus: Chords Harmony</p> | |
| Knowledge of instruments and types of ensemble (to be linked with music and songs being taught as part of rolling programme) | <p>names of percussion instruments used regularly in school (tuned and untuned) names of sections of orchestra and instruments in the sections brass band jazz band rock band keyboard: organ, harpsichord, piano, synthesiser vocal, choral, opera, acapella solo, duet, quartet Folk/ traditional ethnic instruments</p> | | | |

Rolling Programme for Key Stage 2: Music linked to other Curriculum Subjects, Core Classical Music and Music from Other Traditions

| Children will learn: | Year A 2023-2024 | Year B 2020 - 2021 | Year C 2021 - 2022 | Year D 2022 - 2023 |
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| <p>Performing: Singing Repertoire All years: songs for Harvest, Christmas Carol Concert and Key Stage 2 Performance</p> | <p>Chants: Boom Chicka Boom Poppycock Pie Singing Games: Round De Boo Bop (I was going to Kentucky) Down Down Baby Not Last Night Songs: Oh you'll never get to heaven Epanay Che Che Kooley La Bamba Dipi Du Rounds, Part & Partner Songs Sally go round the Sun Oh When the Saints/ Swing Low / I'm Gonna Sing</p> | <p>Chants: Banana Split Grandma Grandma Singing Games: Round and Round we must go Hi Lo Chickalo There was one, there were two, there were three little angels Songs: Hello There Down by the Bay Ooh a Lay Lay My Aunt Came Back from Timbuktoo Zimbole Epo I Tai Tai e Tongo Rounds, Part & Partner Songs: Pease Pudding This Old Man/There was an old man/ John Brown had a little baby</p> | <p>Chants: Who stole the Cookie Juba Singing Games: Charlie Over the Ocean Ding Dong I, I Me oh My Obwisana Songs: Tongo Great Big House in New Orleans Shake the Papaya Down Rounds, Part and Partner Songs: First you make your fingers click Wimowey Amazing Egyptians: (Music Express)</p> | <p>Chants: Peanut Butter Jelly Peanut Butter in a cup Singing Games: I like Ice cream Old Brass Wagon Tingalayo Dipidu Have You Ever Heard of the 7 Steps Snail Snail Where are you going? Songs: Jambo Bwana Cheki Morena Cheki Ho Ho Wataney (minor tonality) Mambo Rounds, Part and Partner Songs: In Harmony Hey ho nobody home Calypso Bravo Bravissimo Si, Si, Si If you're happy/if you clap when you're feeling sad</p> |

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| Appreciating / Developing an Understanding of the History of Music: Core Classical Music | | | | |
| For listening: | Winter from The Four Seasons – Vivaldi Enigma Variation- Elgar 5 th Symphony –Beethoven Symphony - Ravi Shankar | Zadok the Priest- Handel Mars from the Planet Suite- Holst Horn Concerto – Mozart Symphony No1 in E Minor - Florence Price Extracts from Akhnaten – Philip Glass | In the Hall of the Mountain King - Grieg Rondo from Abdelazer – Purcell No Place Like – Kerry Andrew Carnival of the Animals – Saint Saens | The Lark Ascending- Vaughan Williams Mambo from West Side Story Bach – Toccata and Fugue in D Minor Music for 18 Musicians – Steve Reich |
| Appreciating / Developing an Understanding of the History of Music: Music from other traditions | | | | |
| Instrumental | White Snow In Sunny Spring – Chinese composition (see Music Express) Indian Raga | Latin American Music: Salsa Jonny's Bugalu (Grupo X) (fusion) | Theme from Doctor Who – Delia Derbyshire | West African Djembe Drumming |
| Vocal | African American Spirituals: Oh When the Saints/ Swing Low / I'm Gonna Sing / | Musical Theatre: Do-Re-Mi- / Favourite Things from The Sound of Music; Food Glorious Food/ Consider Yourself from Oliver! Pata Pata – Miriam Makebe | Music of the USA: Blues, Jazz and Rock and Roll: Rock around the Clock / Hound Dog | Traditional folk songs from the UK: Drunken Sailor, Skye Boat Song,, Ilkley Moor B'aht 'at. |
| Connections with other subjects: | Geography: countries, counties and regions of UK. World mapping skills – locating home country of | Geography: What is Florida really like? / What is it like to live in a National Park? – study of states in the USA | Geography: What is Florida really like? What is it like to live in a National Park? – study of a state in the USA | Geography: countries, counties and regions of UK. World mapping skills – locating home country of |

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| | <p>composers and styles of music (Asia and North America) History: The Industrial Revolution – links to cotton picking by African American people who were enslaved (Spirituals) Dance – moving in time, responding to music,</p> | <p>Geography: countries, counties and regions of UK. World mapping skills – locating home country of composers and styles of music (Asia and North America) History: The Industrial Revolution – links to cotton picking by African American people who were enslaved.(Symphony No1 Florence Price) Dance – moving in time, responding to music,</p> | <p>History: The Industrial Revolution – links to cotton picking by African American people who were enslaved. (Blues Music) French: links to Les Animaux unit. Dance – moving in time, responding to music,</p> | <p>composers and styles of music (Asia and North America) History: Remembrance – start of World War 1 (Lark Ascending) Dance – moving in time, responding to music,</p> |
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