

Music Progression – Key Knowledge and Skills Key Stage 2

Get Set 4 Music Scheme



Listening

Identify musical conventions and inter-related dimensions

Skills: begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to affect the mood and message of the piece.

Knowledge: begin to place music with guidance into historical context, e.g. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.

Skills: develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music.

Knowledge: understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music.

Recognise Sound & Instruments

Skills: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.

Knowledge: know that the orchestra is made up of different sections and families of instruments. I

Skills: aurally and by sight identify a variety of instruments.

Knowledge: know that instruments from different genres or eras have similarities in how they are played

Composing

Improvisation

Skills: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas.

Knowledge: know that improvising ideas first will allow me to

Skills: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation.

Knowledge: know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can

	create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion.	be used to communicate emotion.
Notation	Skills: record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies. Knowledge: know that combining rhythm and pitch can create rising and falling melodies.	Skills: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation. Knowledge: know that when recording western notation, the time signature will tell me how many beats to place in each bar.
Creative process	Skills: contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies. Knowledge: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.	Skills: contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale. Knowledge: know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.
	Performing	
Technical Control	Skills: sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in parts. Knowledge: know when to breathe, developing an awareness of phrase.	Skills: sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches. Knowledge: know that how you use the inter-related dimensions when playing and singing helps to tell the message of the piece.
Notation	Skills: recognise and perform from an increasing range of western notation. Knowledge: understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different	Skills: begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms. Knowledge: understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers. Understand the

	ways to change the sound.	differences between 2/4, 3/4 and 4/4 time signatures. Understand how triads are formed.
Ensemble Awareness	Skills: lead others into a performance controlling the tempo of the pulse. Knowledge: understand the importance of knowing how to start and finish a piece.	Skills: begin to perform independently and in small groups. Knowledge: know that eye contact during a performance will help us to stay in time and bring the piece together as a performance.
Communication & Audience	Skills: demonstrate increased confidence when performing, showing an awareness that a performance is an occasion. Knowledge: know that different styles of music should be performed in different ways.	Skills: develop confidence to perform as an individual and within a group. Knowledge: know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.
Social	sharing, inclusion, respect, leadership, support, collaboration	respect, communication, collaboration, inclusion, support, leadership
Emotional	confidence, empathy, independence, perseverance	confidence, independence, perseverance, resilience, empathy
Thinking	comprehension, feedback, evaluation, creativity, select & apply	creativity, decision making, reflection, select & apply, comprehension

Cycle A			
Autumn		Spring	Summer
Greek Myths (Y3)		Jazz (Y4)	(Ukulele – Entrust)
Key Skills for Unit	Listening: Identify interrelated musical dimensions; recognise how music creates different feelings; appraise compositions; place music within a historical context. Composing: Improvise melodies and create soundscapes. Performing: Explore drone techniques; perform as part of a group ensemble and as a soloist; move in time to the pulse; combine singing, playing, and movement (including dance). Social Development: Develop skills in sharing, inclusion, respect, and leadership. Emotional Development: Build confidence and empathy. Thinking Skills: Develop comprehension; practise memory through	Listening: Identify musical characteristics; appraise music; recognise different instruments. Composing: Use pitch, rhythm, improvisation, and notation. Performing: Follow staff notation; perform in group ensembles and solo; engage in call and response; explore scatting. Social Development: Develop respect, support others, and communicate effectively. Emotional Development: Build confidence and independence. Thinking Skills: Develop creativity, decision-making, providing feedback, and reflection.	This unit of work will be delivered by external providers, Entrust Music Service

	repetition; give and respond to feedback; evaluate work; select and apply skills effectively.		
Significant Composers	Harrison Birtwhistle Gluck	Ella Fitzgerald and Duke Ellington (1965) Bessie Smith Louis Armstrong	
Vocabulary introduced/embedded	Appraise: evaluate music Classical: an era in the history of music from 1750–1820. Music has clear melodies and lots of contrast. Compose: to write or create music Drone: a sustained sound, which could be a single note or a chord Duration: how long or short a sound or silence is Dynamics: how loud or quiet a sound is Improvise: creating music on the spot Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure Melody: the tune of the music made up of high and low pitches Pulse: the steady heartbeat of the music Rehearse: to practise for a later performance	Bar line: separates the bars Call and response: two phrases, the first phrase being the call and the second phrase is a response to the first Improvisation: creating music on the spot Lyrics: words that make up a song Melody: the tune of the music, made up of high and low pitches Pentatonic scale: a series of five notes e.g. C, D, E, G, A Pitch: how high or low a sound is Rhythm: patterns of sound consisting of shorter and longer notes Scatting: a form of improvisation with the voice Swing time: music not falling on the main beats, sounds groovy	

	Scale: a set of musical notes ordered by pitch Score: how a musician writes music down Tempo: how fast or slow the music is Texture: combining different layers of music to give an overall effect	Time signature: tells us how many beats are in each bar and which note value is to be given one beat	
I know that/how ...	• I can sing and dance with an awareness of the pulse • I can improvise and perform simple melodies, maintaining a strong sense of pulse. • I can explore, select and combine sounds as a class. • I can explore, select and combine sounds as a group. • I can rehearse and refine compositions for a final performance. • I can evaluate my own music and music from another era.	• I can explore vocal improvisation within the context of scatting and jazz music. • I can perform a rhythmic pattern with a secure sense of pulse using body percussion. • I can create a simple improvisation to a known rhythm using the pentatonic scale. • I can create swinging rhythms in 4, 3 and 2 beat groupings and use this to compose a melody. • I can begin to compose a piece of music using key features of jazz. • I can compose and perform using key features of jazz music and express evaluative opinions.	

	Cycle B		
	Autumn	Spring	Summer
	Stone Age (Y3)	Rivers (Y4)	Glockenspiel (Y3)
Key Skills for unit	Listening: identify accuracy of rhythms played Composing: read & write rhythm notation, turn words into rhythms Performing: follow graphic score & western notation, perform rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, use call & response, add actions Social: sharing, consideration, inclusion, respect, leadership, support Emotional: empathy, confidence Thinking: provide feedback, use feedback to improve, creativity, select & apply	Listening: identify instruments, identify key features, identify inter-related dimensions of music Composing: select and combine to create texture, use graphic score, use pentatonic scale, write melody & lyrics, compose to represent a theme, use inter-related dimensions Performing: follow graphic notation, sing in unison, group ensemble Social: collaboration, respect, communication Emotional: confidence, perseverance Thinking: select & apply, comprehension, providing feedback	Listening: Identify instruments, emotion, and inter-related dimensions. Composing: Create simple rhythms and compose melodies. Performing: Follow a conductor, copy rhythms, play by ear, play melodies, sing in parts, use different notation, and consider inter-related dimensions. Social: Show respect, cooperate, demonstrate kindness, and collaborate. Emotional: Develop enthusiasm, perseverance, confidence, and independence. Thinking: Show comprehension, select and apply skills, and reflect.
Significant Composers	NA	Jacques Offenbach Bedrich Smetana	George Gershwin

Vocabulary
introduced/embedded

Bar: a segment of time corresponding to a specific number of beats
Crotchet: a note worth one beat, represented by a stem with a solid dot
Crotchet rest: a silent note worth one beat
Duet: when two musicians perform together
Ensemble: a group of performers
Graphic score: images or a mark used to write music down that is not traditional music notation
Minim: a 2 beat note
Notation: symbols used to write down a musical sound
Paired quavers: two 1/2 beat notes
Pulse: the heartbeat of the music
Quartet: a group of four performers
Rhythm: patterns of sound consisting of shorter and longer notes
Semibreve: a 4 beat note
Solo: a section of music played or sung alone by one performer
Stave: the five lines that notes are placed on to indicate pitch
Unison: playing or singing together
Western notation: a way of writing music that uses symbols and words, informing the musician of what to play and how to play

Accompany: provides rhythmic or harmonic support to the melody
Chord: three or more notes played at the same time
Dynamics: how loud or quiet a sound is
Glissando: a continuous slide upwards or downwards between notes
Lyrics: words that make up a song
Melody: the tune of the music made up of high and low pitches
Notate: to write down music
Pentatonic scale: a series of five notes e.g. C, D, E, G, A
Pitch: how high or low a sound is
Score: how a musician writes music down
Structure: how a piece is organised
Tempo: how fast or slow the music is

Adagio: slow tempo
Allegro: fast tempo
Audience: people who listen to or watch a performance
Bar: segment of time corresponding to a specific number of beats
Bar line: separates each bar according to the time signature
Crotchet: a note worth one beat, represented by a stem with a solid dot
Crotchet rest: a silent note worth one beat
Duration: how long or short a sound or silence is
Dynamics: how loud or quiet a sound is
Ensemble: a group of performers
Fortissimo: very loud
Glissando: a continuous slide upwards or downwards between notes
Melody: the tune of the music made up of high and low pitches
Minim: a 2 beat note
Paired quavers: two 1/2 beat notes
Percussion: a musical instrument that is played by shaking, striking or scraping
Performance: an act of performing a song or piece of music
Pianissimo: very quiet
Pitch: how high or low a sound is
Semibreve: a four beat note
Stave: the five lines that notes are placed on to indicate pitch
Tempo: how fast or slow the music is
Time signature: tells us how many beats are in each bar and which note value is to be given one beat

I know that/how

- I can read, perform and write 1 beat and ½ beat notes.
- I can read and perform rhythms in time with the pulse.
- I can read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes.
- I can notate and perform rhythms including a rest.
- I can compose and perform rhythm notation as an ensemble.
- I can perform as an ensemble and provide feedback to others.

- I can explore pitch using graphic notation.
- I can compose and perform melodies using graphic notation.
- I can perform pentatonic melodies using grid notation.
- I can compose and notate pentatonic melodies.
- I can compose a song in the style of a barcarolle.
- I can develop, refine, rehearse, and perform a barcarolle.

- I can create and control sounds following direction.
- I can find and perform three notes: C, D and E.
- I can understand and perform semibreves, minims and crotchets in a piece.
- I can follow western notation to perform a piece of music using three pitches.
- I can create and perform our own piece of music inspired by 'Take 3'.
- I can perform with consideration of dynamics.