

Lower Key Stage 2—Year 3

Introduction to rhythm, history of music (music in the stone age , music and the Ancient Egyptians, Aborigine music), Christmas performance, the ukulele, composition and Band Jam.

Listening and Appraising: 1950's rock and roll, baroque music, samba music, 1960's soul, sci-fi film music, Greek music.

KEY VOCABULARY: pulse, rhythm, beat, dynamics, tempo, melody, harmony, structure, crotchet, quaver, minim, allegro, lento, forte pi-



Lower Key Stage 2—Year 4

Basic rhythm, history of music (music in Ancient Greece, music and the Romans, music and the Anglo Saxons), Christmas performance, the ukulele, composition and Band Jam.

Listening and Appraising: 1970's disco , the Romantic period, Bhangra music, 1980's pop, action film music, Calypso music.

KEY VOCABULARY: scale, tonality, stave, bar, clef, treble, duration, time signature, accompaniment, accelerando, rallentando.

<p>By the end of Lower Key Stage 2, we would expect pupils to demonstrate these skills.</p>	Singing	Listening and Appraising	Composing	Performance
	<ul style="list-style-type: none"> I can sing a widening range of unison songs of varying styles and structures with a pitch range of do-do, accurately, tunelessly and with expression. I can follow directions for getting loud and quieter (piano, forte, crescendo, and diminuendo). I can sing in rounds and partner songs with different time signatures (2, 3 and 4). I can sing repertoire with small and large leaps and I am beginning to sing simple vocal harmonies. I can perform as part of a choir in school assemblies. 	<ul style="list-style-type: none"> I understand some of the history and social context of the songs we listen to in class. I can identify the instrumentation of the music I listen to including which instrument families are used. I can describe the tempo of a piece and I am starting to use Italian terms to do this (allegro, andante, and lento). I can describe the dynamics of a piece and I am starting to use Italian terms to do this (piano, forte, mezzo piano and mezzo forte). I can describe the tonality of a piece and I am starting to use musical vocabulary to do this (major and minor). I am beginning to expand my vocabulary when describing music. 	<ul style="list-style-type: none"> I can improvise using tuned and un-tuned percussion and with a limited range of pitches on the keyboard or ukulele for a range of purposes including for a specific mood or film clip. I can structure musical ideas using echo or question and answer phrases so that it has a clear, beginning, middle and end and I am beginning to make compositional decisions about the overall structure of a piece. I am starting to make use of musical features including smooth (legato) and detached (staccato) notes. I can combine known rhythmic notation with letter names to create short pentatonic phrases and sing and play these as self-standing compositions. I can arrange compositions into bars of 2, 3 or 4 beats. I recognise major and minor chords. I can capture my creative ideas using staff notation, symbols or technology. 	<ul style="list-style-type: none"> I can use my listening skills to correctly order phrases using dot notation showing different arrangements of the notes C, D and E and to identify static and moving parts. I can copy stepwise melodic phrases with a range of C-G with accuracy and at different speeds (allegro and lento). I can perform question and answer phrases in a pair and in two or more parts (e.g. melody and accompaniment or duet) from simple notation. I understand that the stave has lines, spaces and a clef and use dot notation to show higher or lower pitch. I understand the difference between and can accurately perform crotchets, quavers, minims and their rests. I can apply word chants to rhythms, understanding how to link each syllable to a note. I can read and perform pitch notation with a defined range of C-G. I have developed facility playing the ukulele and can demonstrate how to hold the instrument, the names of the strings, multiple strumming patterns, simple chords and some melodies. I can play my ukulele as part of the whole class, in small groups and solo. I can achieve a sense of ensemble and rhythmic texture by following and performing simple rhythmic scores to a steady beat whilst maintaining individual parts.



Progression in Musical skills and knowledge at Banks Lane Junior School

Aims of the Music National Curriculum

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



<p>By the end of Upper Key Stage 2, we would expect pupils to demonstrate these skills.</p>	Singing	Listening and Appraising	Composing	Performance
	<ul style="list-style-type: none"> I can sing a broad range of songs from an extended repertoire, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. I can develop my musical phrasing, accurate pitching and appropriate style. I can sing three-part or four-part rounds, partner songs and I am developing my listening skills, sense of balance between parts and vocal independence. I can perform as part of a choir in school assemblies, in school performance opportunities and to a wider audience. 	<ul style="list-style-type: none"> I understand the history and social context of the songs we listen to in class. I can identify the instrumentation of the music I listen to including which instrument families are used and whether those instruments are electric or acoustic. I can describe the changes of tempo in a piece and use Italian terms to do this (allegro, andante, lento, accelerando and rallentando). I can describe the changes of dynamics in a piece and use Italian terms to do this (forte, piano, mezzo piano, mezzo forte, pianissimo, fortissimo, crescendo and diminuendo). I can describe the tonality of a piece and use musical vocabulary to do this (major and minor). I can demonstrate my excellent range of vocabulary when describing music. 	<ul style="list-style-type: none"> I can improvise over a drone with a developing sense of shape and character, responding to the beat and create a satisfying melodic shape. I can use chord changes as part of an improvised sequence. I can extend my improvised melodies beyond 8 beats over a fixed groove. I can create music with multiple sections that include repetition and contrast and experiment with a range of dynamics to create contrast. I can discuss how contrast is achieved. I can compose melodies made from pairs of phrases in C major, G major, A minor and E minor. I can work with a group to compose a short ternary piece and use technology to create and record it. I can use chords to evoke a specific atmosphere, mood or environment. I can capture my ideas using staff notation, symbols or technology. 	<ul style="list-style-type: none"> I can play and perform melodies following staff notation within an octave range and make decisions about dynamic range. I know how triads are formed and can accompany melodies using block chords or a bass line. I can perform a range or repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. I engage with others through ensemble playing, taking on melody or accompaniment roles. I am developing my skill of playing by ear on the keyboard and I am starting to copy longer familiar phrases. I understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their rests. I can read and perform staff notation within an octave accurately and confidently. I can read and play confidently from rhythm notation cards and rhythmic scores of up to four parts that contain rhythms and note durations.

Upper Key Stage 2 - Year 6

Rhythm mastery, history of music (Classical music and musical styles of the 20th century), Christmas performance, the keyboard, composition and Year 6 production (musical theatre).

Listening and Appraising: POP from the 2010's, Classical music, British Folk, Motown, Children's Film music, Film music from Westerns.

KEY VOCABULARY: articulation, cross rhythm, polyrhythm, metre, blues, pentatonic, staccato, contrast.



Upper Key Stage 2 - Year 5

Intermediate rhythm, history of music (Viking music and The Normans), Christmas performance, the keyboard composition and Band Jam.

Listening and Appraising: 1990's POP, Great Germanic composers, British Folk music, 2000's POP , The Epics film music, Klezmer music.

KEY VOCABULARY: andante, ostinato, loop, flat, sharp, timbre.