

## KS2 National Curriculum Objectives for Music- progression across KS2 (from EMS guidance)

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<p>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.</p>			
<p><b>1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>			
<ul style="list-style-type: none"> <li>· Understand good posture and technique for singing and playing an instrument.</li> <li>· Sing a greater range of songs (e.g. longer structure/2 part rounds/songs with more words)</li> <li>· To start to sing with expression and control</li> <li>· Be able to perform simple melodies on an instrument</li> <li>· Be able to perform within a class ensemble to an accompaniment</li> <li>· Be able to perform simple rhythmic/melodic patterns on an instrument to accompany a song</li> </ul>	<ul style="list-style-type: none"> <li>· Be able to sing 3 and 4 part rounds</li> <li>· Start to add harmony parts within a group</li> <li>· Show awareness of how to communicate to an audience</li> <li>· Show increased control of posture, breathing and diction</li> <li>· Develop instrumental technique and skills and be able to maintain simple accompaniments with an awareness of the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>· Sing a more demanding and varied repertoire in a range of styles</li> <li>· Sing with increased clarity and diction</li> <li>· Sing with awareness of ensemble blend</li> <li>· Sing/play with awareness of and sense of phrasing and shape</li> <li>· Start to maintain own part in a round or harmony (played or sung)</li> </ul>	<ul style="list-style-type: none"> <li>· Sing with good control of posture breathing, vocal control and technique, diction, phrasing and projection</li> <li>· Sing or play with increased sense of character and style and ability to communicate to an audience</li> <li>· Perform with awareness of context/environment</li> <li>· Perform with awareness of others</li> <li>· Be able to maintain a part in a three part round or a harmony part</li> </ul>
<p><b>2 Improvise and compose music for a range of purposes using the inter-related dimensions of music:</b></p>			
<ul style="list-style-type: none"> <li>· Be able to improvise repeated patterns</li> <li>· Be able to improvise/compose short tunes using three notes</li> <li>· Be able to compose in pairs/threes using a variety of starting points</li> <li>· Start to combine sounds to create desired effect</li> <li>· Be able to choose and order sounds within a simple framework/structure</li> </ul>	<ul style="list-style-type: none"> <li>· Show increased awareness of selecting/ordering sounds for a particular effect</li> <li>· Be able to use wider 'note sets' with competence</li> <li>· Improvise melodies on a 5 note scale</li> <li>· Compose in a group setting using a variety of starting points</li> <li>· Start to organize sounds into a range of compositional structures (e.g. call and response/ABA)</li> <li>· Start to combine and layer sounds within short compositions to create different textures</li> </ul>	<ul style="list-style-type: none"> <li>· Be able to create and combine melodic lines</li> <li>· Be able to improvise melodically within a larger 'note set'</li> <li>· Choose, create and layer sounds with control</li> <li>· Be able to order/structure ideas more clearly to create longer pieces</li> <li>· Compose to a specific 'brief' to portray an idea, theme or mood</li> <li>· Be able to use simple digital technology as a composition/notation tool</li> </ul>	<ul style="list-style-type: none"> <li>· Select sounds to convey an idea or effect</li> <li>· Develop, improve and refine compositions</li> <li>· Be able to compose in a variety of styles and forms using more complex, extended structures (e.g. Blues / Rondo / Verse and Chorus / Theme and Variations)</li> <li>· Be able to improvise melodic and rhythmic phrases within a framework over a backing</li> <li>· Combine an extended range of sounds to create music</li> <li>· Explore, use and combine a wide range of sounds and musical devices (e.g. clusters / chords / scales / lyrics / harmony)</li> <li>· Show increased confidence in making composition choices</li> <li>· Use digital music technology as a composition/notation aid with greater confidence</li> <li>· Create music reflecting given intentions/themes</li> </ul>

3. Listen with attention to detail and recall sounds with increasing aural memory:			
<ul style="list-style-type: none"> <li>· Listen to music from a wider variety of traditions and styles</li> <li>· Begin to place music on a time line</li> <li>· Begin to express opinions about music using musical terminology</li> <li>· Reflecting on and improving work against a given criteria</li> <li>· Begin to use terms duration/timbre/tempo/pitch/texture when describing music</li> <li>· Evaluate the work of others considering these features</li> </ul>	<ul style="list-style-type: none"> <li>· Understand and comment on what makes a good composition or performance</li> <li>· Reflect on and evaluate their own work and that of others and share ways of improving</li> <li>· Discuss the overall effect and impact of a piece</li> <li>· Identify some structural and expressive features of a piece</li> </ul>	<ul style="list-style-type: none"> <li>· Compare pieces thinking about structure, texture, dynamics and tempo</li> <li>· Evaluate the work of others thinking about structure, texture...and understand what makes a successful composition</li> <li>· Be able to identify musical elements within a piece and be able to discuss them</li> </ul>	<ul style="list-style-type: none"> <li>· Listen to and identify what makes a good performance or composition</li> <li>· Be able to pick out musical details from a piece of music.</li> <li>· Be able to identify and discuss a wide range of musical elements</li> <li>· Be able to compare and evaluate pieces using a range of musical vocabulary</li> </ul>
4 Use and understand staff and other musical notations:			
<ul style="list-style-type: none"> <li>· Using graphic symbols to represent different sounds and instruments in listening and composing tasks</li> <li>· Begin to understand rhythmic notation and simplified 'traditional' notation through instrumental work</li> </ul>	<ul style="list-style-type: none"> <li>· Be able to compose and notate a 2 bar rhythm</li> <li>· Show increasing confidence and ability to interpret rhythmic and melodic notation</li> </ul>	<ul style="list-style-type: none"> <li>· Start to find own ways to write down pieces</li> <li>· Be able to devise/use own graphic notation</li> <li>· Develop understanding of traditional rhythmic notation</li> <li>· Begin to recognise pitched staff notation through songs and instrumental work</li> </ul>	<ul style="list-style-type: none"> <li>· Use appropriate musical signs and symbols to notate work</li> <li>· Be able to perform short pieces from a notated score</li> <li>· Recognising pitched staff notation for simple rhythm/melody</li> <li>· Be able to understanding different time signatures</li> </ul>
5 Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians			
6 Develop an understanding of the history of music:			
<ul style="list-style-type: none"> <li>· Be able to identify a greater variety of musical features within one piece</li> <li>· To have an awareness of a greater number of musical styles and performers</li> <li>· Be aware that music changes depending on the time and place of composition</li> </ul>	<ul style="list-style-type: none"> <li>· Be able to identify and discuss musical features within pieces from different traditions</li> <li>· Be able to identify and discuss musical features within pieces from different points in history</li> <li>· Begin to place music on a time line</li> </ul>	<ul style="list-style-type: none"> <li>· Recognize and talk about specific styles of music</li> <li>· Be able to recognise and compare musical features from pieces within different traditions</li> <li>· Be able to recognise and compare musical features within pieces from different points in history</li> <li>· Develop a greater understanding of how music has developed over time</li> </ul>	<ul style="list-style-type: none"> <li>· Be able to identify how occasion, purpose and venue affect the way music is created</li> <li>· Be able to compare and contrast musical features within two pieces using an extended range of musical terminology</li> <li>· Be able to distinguish and describe differences in texture (layers) and timbre (quality of sound)</li> <li>· Understand what makes a makes a successful performance</li> <li>· Show the ability to give opinions with confident use of musical terminology</li> <li>· Be able to identify and appraise musical features within pieces and how they</li> </ul>

			<p>contribute to the style and mood of the music</p> <ul style="list-style-type: none"><li>· Be able to identifying similarities and differences between composers/styles/traditions</li><li>· Be able to describe how music has evolved over time</li></ul>
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