



Horbury Primary Academy

Key Stage 2 Music



Progression of Learning Objectives

"Ah, music," he said, wiping his eyes. "A magic beyond all we do here!"

—Professor Dumbledore, J.K. Rowling, Harry Potter and the Philosopher's Stone

Horbury Primary Academy: Music

National Curriculum Skills

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 for a range of purposes 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 drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Horbury Primary Academy: Music Coverage Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Wakefield Music Service Wider Opportunities: Ukulele					
	Egypt Songs and own composition based upon Nile or pyramids	Christmas Performance	Three Little Birds Charanga Unit- Reggae Music		Castles- (Charanga Topic) Mussorgsky Medieval Music c800-c1400 Columba aspeixit and Estampie royal	
Year 4	Glockenspiel 1/2 Charanga Unit Renaissance Music c1400-c1600 Jacob Handl	Christmas Performance Mamma Mia Charanga Unit	Blown Away 1 Recorder Scheme Charanga Unit Baroque Music- c1600-1750 Vivaldi	Lean On Me Blackbird Charanga Units	Rhythm and Pulse Stop Charanga Unit Baroque Music- c1600-1750 Scarlatti	Reflect Rewind and Replay Charanga Unit
Year 5	Livin'On A Prayer Charanga Unit Blown Away 2 Recorder Scheme Charanga Unit	Christmas Jazz 1 Charanga Unit	Make You Feel My Love Charanga Unit Classical Music- c1750-c1820 Haydn	The Fresh Prince Of Bel-Air Charanga Unit Music from other cultures Brazil- Samba	Dancing In The Street Charanga Unit Romantic Music- c1820-c1900 Borodin- Polka	Reflect Rewind and Replay Charanga Unit
Year 6	Composers and the History of Music Medieval- Codax Renaissance-Dowland Baroque- Bach Classical- Mozart Romantic-Tchaikovsky	Happy Charanga Unit	You've Got A Friend Charanga Unit	WW1 Creative Composing Project 20 th Century Music Holst- Planets Elgar Enigma Variations Stravinsky Firebird https://www.classical-music.com/features/articles/what-was-impact-world-war-one-music/	Jazz 2 Charanga Unit	End of Year Production

Horbury Primary Academy: Music Progression Of Skills Grid

KS2 Skills	Year 3	Year4	Year5	Year 6
Listen and Appraise				
To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sound, and patterns of sounds, confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
To know that music is produced in different ways and can described through relevant established and invented notations	To begin to recognise simple notations to represent music, including pitch and volume when describing pieces of music	I can understand and begin to use established and invented musical notations to describe music.	To use and apply a range of musical notations including staff notation, when discussing and describing pieces of music	To recognise and use a range of musical notations including staff notation. refine musical material when discussing and describing pieces of music
To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion purpose effects the way that music is created and performed.
Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the interrelated dimensions of music*

Horbury Primary Academy: Music Progression Of Skills Grid

KS2 Skills	Year 3	Year4	Year5	Year 6
Improvisation and Composition				
Improvise, developing rhythmic and melodic material when performing.	To create simple rhythmical patterns that uses a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose, combine and organise musical ideas with musical structures.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Compose pieces of work using formal and informal notation.	To follow informal and formal notation for rhythm	To use standard notations to play rhythm patterns and have an understanding of notation to show pitch.	To begin to compose pieces of music using standard notation for rhythm and pitch and dynamics	To compose pieces of music using standard notation for rhythm and pitch and dynamics

Horbury Primary Academy: Music Progression Of Skills Grid

KS2 Skills	Year 3	Year4	Year5	Year 6
Performing: Singing and Instruments				
Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression

To practise, rehearse and present performances with an awareness of the audience	To think about others while performing with an increasing awareness of the audience.	To think about others while performing with an awareness of the audience.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
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Horbury Primary Academy: Music Progression Of Skills Grid				
KS2 Skills	Year 3	Year4	Year5	Year 6
Share and Evaluate				
To reflect on and improve own and others work in relation to its intended effect.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

***The Interrelated Dimensions of Music**

Pulse – the regular heartbeat of the music; the steady beat.

Rhythm – long and short sounds or patterns that happen over the pulse.

Pitch – high and low sounds.

Tempo – the speed of the music; fast or slow or in-between.

Dynamics – how loud or quiet the music is.

Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

Notation – the link between sound and symbol.

Horbury Primary Academy: Musical Vocabulary Progression Document

This document outlines the progression of key vocabulary across each year group

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Bossa Nova Blues, Baroque, Latin, Bhangra, Folk and Funk- In The Groove Charanga Unit</p>	<p>keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae Baroque</p>	<p>structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Medieval</p>	<p>keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, Renaissance, Baroque</p>	<p>rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, , syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, Jazz harmony, melody Classical, Romantic</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, hook, riff, solo, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz , Ragtime</p>

Year 3 Termly Overview

Year 3 Termly Overview				
National Curriculum Strand	Autumn 1 Egypt Songs and own composition based upon Nile or pyramids	Autumn 2 Christmas Ukulele Performances	Spring 1 Three Little Birds Charanga Unit- Reggae Music	Summer 1 Castles- (Charanga Topic) Mussorgsky Medieval Music c800-c1400 Summer 2
Listen and Appraise	To listen with attention and begin to recall sounds.	To explore and comment on the ways sounds can be used expressively.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians. To begin to recognise simple notations to represent music, including pitch and volume when describing pieces of music	To begin to understand how different musical elements are combined and used to create an effect. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
Improvisation and composition	To create simple rhythmical patterns that uses a small range of notes.		To follow informal and formal notation for rhythm	
Singing and Instruments	To sing in unison, becoming aware of pitch.	To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing with an increasing awareness of the audience.	To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	
Share and Evaluate	To comment on the effectiveness of own work, identifying and making improvements.			

Year 3 Ukulele First Access
Documentation

Project	School	WMS Teacher	Class Teacher	Class	Yr Grp	Number of Terms Taught
UKULELE						



Ukulele	Generic Skills						Objectives							
	Emerging		Expected		Exceeding		Emerging		Expected		Exceeding			
	<p>Assessment Criteria</p> <p>Please record the achievements progress and attainment of each child using the key below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>KEY</p> <p>Tick = expected</p> <p>Star = exceeding</p> <p>Dash = emerging</p> </div> <p>PUPIL NAME</p>													
1.	Listen with concentration to a variety of music from different styles, traditions and times.		2.		Find and internalise the pulse using movement.		3.		Accurately copy back simple 4 beat phrases.		4.		Recognise and play frog and tadpole rhythms.	
5.	Demonstrate an awareness of others when playing		6.		Perform as part of a group to an audience & appraise the performance.		7.		Sing & perform a variety of different pieces in different styles & cultures.		8.		Accurately copy back & play simple 8 beat phrases	
9.	Recognise and play crotchet, quaver, semi quaver and minims		10.		Improvise short repeated patterns		11.		Use their voices with increasing accuracy, fluency, control & expression		12.		Perform to an audience and be able to make a good appraisal	
13.	Accurately copy back more complex 8 beat phrases		14.		Accurately copy back & play 8 beat syncopated rhythmic phrases		15.		Improvise longer repeated patterns		16.		Perform in a solo context.	
PUPIL TARGET														
1.	Hold the ukulele correctly for both playing position and rest position		2.		Strum chords and pluck open strings with good technique		3.		Recognise and play on the open strings G, C, E, A		4.		Alternate between two chords	
5.	Perform a piece that involves playing, singing and experimenting with different techniques eg. tapping.		6.		Recognise and play the chords of C, F, G & A minor		7.		Move smoothly between three chords		8.		Strum confidently using a combination of up and down strokes	
9.	Read and play simple pattern s using the first 4 frets		10.		Move smoothly between 4 chords		11.		Perform chords in a 'finger picking' style		PUPIL TARGET		STAGE COMPLETED?	

Year 4 Termly Overview

Year 4 Termly Overview						
National Curriculum Strand	Autumn 1 Glockenspiel 1/2 (Charanga unit) Renaissance Music c1400-c1600 -Handl	Autumn 2 Christmas Perf. Mamma Mia (Charanga Unit)	Spring 1 Blown Away 1 Recorder (Charanga Unit) Baroque Music c1600-1750 Vivaldi	Spring 2 Lean On Me Blackbird (Charanga Unit)	Summer 1 Rhythm and Pulse Stop (Charanga Unit) Baroque Music- c1600-1750 Scarlatti	Summer 2 Reflect Rewind and Replay (Charanga Unit)
Listen and Appraise	To listen to and recall patterns of sounds with increasing accuracy.	To understand how different musical elements are combined and used expressively.	To listen to and recall patterns of sounds with increasing accuracy.	To understand how different musical elements are combined and used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
Improvisation and composition	To create rhythmical and simple melodic patterns using an increased number of notes.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To use standard notations to play rhythm patterns and have an understanding of notation to show pitch.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Singing and Instruments	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To think about others while performing with an awareness of the audience.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To sing in unison maintaining the correct pitch and using increasing expression.	To think about others while performing with an awareness of the audience.	
Share and Evaluate	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.					

Year 6 Termly Overview

Year 6 Termly Overview						
National Curriculum Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Strand	Composers and the History of Music Medieval- Choral Renaissance- Baroque Classical- Mozart Romantic- Tchaikovsky Blown Away 2	Charanga Unit Autumn 2 Jazz 1 (Charanga Unit) Christmas	You've Got A Friend Charanga Unit Spring 1 Make a Noise Unity Love (Charanga Unit)	WW1 Creative Spring 2 Composing Project 20th Century Music- Holst Planets, Elgar- Enigma Variations, Stravinsky Firebird The Fresh Prince Of Bel Air (Charanga Unit)	Charanga Unit Summer 1 Dancing In The Street (Charanga Unit)	End of Year Summer 2 Reflect Rewind and Replay (Charanga Unit)
Listen and Appraise	To listen to, understand and recall the history of music from the Recorder Scheme Charanga Unit	To listen to, internalise and recall sounds and patterns	To describe and explore the relationship between Classical Music- c1750-c1820 Haydn	To describe, compare and evaluate different types of music using	To describe and evaluate a range of musical notation including	
Listen and Appraise	To listen to, understand and recall traditions of composers and patterns of sounds, confidently how venue, occasion purpose effects the way that music is created and performed.	To describe with compare and evaluate different types of music beginning to use musical words.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To describe, compare and evaluate different types of related beginnings to music* musical words.	To listen to and apply a range of musical notation including staff notation, to plan, revise and improve	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History
Improvisation and composition	To create increasingly complicated rhythmic and melodic phrases within given structures. To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. To compose pieces of music using standard notation for rhythm and pitch and dynamics					of Music and the beginnings of the Language of Music. To listen to a range of high quality, live and recorded music from
Singing and Instruments	To sing in unison with clear diction, with accuracy, fluency, control and expression	To play and perform parts in a range of solo and in parts contexts with controlled pitch and increasing accuracy and expression.	To maintain my own part and be aware of the different parts fit together, controlled pitch and with sense of phrase.	To sing in unison with clear diction, with accuracy, fluency, control and expression	To play and perform parts and be aware of the different parts fit together, with accuracy, fluency, control and expression	To play and perform with accuracy, fluency, control and expression
Share and Evaluate	To comment on the success of own and others work, suggesting improvements based on intended outcomes.					of Music and the beginnings of the Language of Music. To listen to a range of high quality, live and recorded music from
Share and Evaluate	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.					of Music and the beginnings of the Language of Music. To listen to a range of high quality, live and recorded music from

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Extra curriculum experiences (As of March 2020)	Harvest, Christmas, Easter services at St. Marys Christmas Plays Wakefield Music Service concerts	Harvest, Christmas, Easter services at St. Marys Christmas Plays Wakefield Music Service concerts	Harvest, Christmas, Easter services at St. Marys Christmas Plays Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Horbury Pyramid Day Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate Fayre Ukulele Stone Age Music- Huddersfield University Department Of Archaeology	Harvest, Christmas, Easter services at St. Marys Christmas Plays Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Horbury Pyramid Day Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate Fayre Roman Music- Huddersfield University Department Of Archaeology	Harvest, Christmas, Easter services at St. Marys Christmas Plays Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Horbury Pyramid Day Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate Fayre	Harvest, Christmas, Easter services at St. Marys Christmas Plays Wakefield Music Service concerts Access to instrumental provision and Music Service bands and orchestra Young Voices Music Evening Horbury Pyramid Day Choir- Harvest, Christmas Fayre, Education Sunday- at St Marys, Care Home, Cluntergate Fayre Miner to Major