



**Scholar Green Primary School**  
**KS2 Upper Progression Model Music**

| <b><u>Year</u></b><br><b>5</b> | <b>Learning Sequence</b>  | <b>Knowledge</b>   | <b>Skills</b>  | <b>Vocabulary</b>   |
|--------------------------------|---|--|--|---|
|                                | <b><u>Listen &amp; Appraise</u></b>                             | <ul style="list-style-type: none"> <li>To begin to know musical vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>Use a range of words to help me describe music (pitch, duration, dynamics, tempo, timbre, texture and silence).</li> <li>Describe music using musical words and use this to identify strengths and weaknesses in my music.</li> </ul>   | Holst & Early 20 <sup>th</sup> Century musc<br>Rock, Pop ballad, Hip Hop, Motown, Gospel<br>Bon Jovi, Adele, Fresh Prince, Martha and the Vandellas<br><br>Pitch, Duration, Dynamics, tempo, timbre, texture, silence |
|                                | <b><u>Musical Activities (Including Pulse &amp; Rhythm)</u></b> | <ul style="list-style-type: none"> <li>To begin to know that pulse and rhythms vary according to musical style.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>Maintain rhythms to fit style, e.g. blues, waltz, African etc.</li> <li>Keep a steady beat whilst performing an independent part.</li> </ul>  | Ostinato<br>Musical style   |
|                                | <b><u>Singing &amp; Voice</u></b>                               | <ul style="list-style-type: none"> <li>To know to sing songs showing control in breathing.</li> </ul>  | <ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and sound projection.</li> <li>Sing songs in tune and with awareness to other parts</li> <li>Identify phrases through breathing in appropriate places.</li> </ul>  | Control<br>Posture<br>Sound projection<br>Phrases   |
|                                | <b><u>Playing instruments</u></b>                               | <ul style="list-style-type: none"> <li>To know how to play instruments for effect.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify and control different ways percussion instruments make sounds.</li> <li>Play accompaniments with control and accuracy.</li> </ul>  | Accompaniment   |
|                                | <b><u>Improvisation</u></b>                                     | <ul style="list-style-type: none"> <li>To begin to know how to improvise within a group.</li> </ul>  | <ul style="list-style-type: none"> <li>I can improvise within a group.</li> </ul>  | Group improvisation   |
|                                | <b><u>Composition &amp; Notation</u></b>                        | <ul style="list-style-type: none"> <li>To know music is written in different time signatures.</li> <li>To know how music is recorded on a stave using staff notation.</li> </ul> | <ul style="list-style-type: none"> <li>Work in pairs to create a short piece of music, taking turns to repeat phrases (ternary piece).</li> <li>Create music to evoke atmosphere or mood. (eg. set a scene in a story)</li> <li>Begin to read semibreves, minims, crotchets, crotchet rests, paired quavers and semi-quavers in notation.</li> </ul> | Semibreve<br>minim<br>crotchet<br>crotchet rest<br>paired quavers<br>semiquavers<br>Time signature 2/4, 3/4, 4/4  |

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|                      |   |   | <b>Charanga (no quavers or semi-quavers):</b><br> <ul style="list-style-type: none"> <li>Record their ideas using graphic symbols or staff notation, and include a time signature. Use ICT.</li> <li></li> </ul>                                | Awareness of occasion  |
|                      | <b><u>Perform &amp; Share</u></b>                               | <ul style="list-style-type: none"> <li>To know how to perform with an awareness of occasion.</li> </ul>               | <ul style="list-style-type: none"> <li>Present performances effectively.</li> <li>Maintain my own part and be aware of how the different parts fit together.</li> <li>Perform songs in a way that reflects their meaning and the occasion.</li> </ul>  |  |
| <b><u>Year 6</u></b> | <b><u>Listen &amp; Appraise</u></b>                             | <ul style="list-style-type: none"> <li>To know and use a range of musical vocabulary.</li> </ul>                      | <ul style="list-style-type: none"> <li>Listen to longer pieces of music and identify features.</li> <li>Refine and improve my work.</li> <li>Use musical vocabulary confidently to describe music.</li> </ul>  | Beethoven & Classical<br>Rap, Jazz, Pop, Motown, Ballad, Blues, Gospel<br>Pharrell Williams, Carole King, Shiva Feshareki, Eska Mtungwazi, Afrodeutsche, Anna Meredith<br><br>Pitch, Duration, Dynamics, tempo, timbre, texture, silence |
|                      | <b><u>Musical Activities (Including Pulse &amp; Rhythm)</u></b> | <ul style="list-style-type: none"> <li>To know that pulse and rhythm vary according to musical style.</li> </ul>      | <ul style="list-style-type: none"> <li>Perform an independent part keeping to a steady beat.</li> </ul>  | Independent part   |
|                      | <b><u>Singing &amp; Voice</u></b>                               | <ul style="list-style-type: none"> <li>To know how to use their voice confidently in different situations.</li> </ul> | <ul style="list-style-type: none"> <li>Sing with expression and rehearse with others.</li> <li>Sing in two part harmony and identify the melodic phrases and how they fit together.</li> <li>Sing confidently as a class, in small groups and alone.</li> <li>Begin to have an awareness of improvisation of the voice.</li> </ul> | 2 part harmony   |
|                      | <b><u>Playing instruments</u></b>                               | <ul style="list-style-type: none"> <li>To know how ICT can create different sounds.</li> </ul>                        | <ul style="list-style-type: none"> <li>Create different effects using a combination of pitched sounds.</li> <li>Use ICT to change and manipulate sounds.</li> </ul>  | Musical effect   |
|                      | <b><u>Improvisation</u></b>                                     | <ul style="list-style-type: none"> <li>To know how to improvise in a group and</li> </ul>                             | <ul style="list-style-type: none"> <li>Improvise in a range of situations, in a group,</li> </ul>  |  |

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|  |  | independently.  | independently, with instruments.  | Semibreve<br>Semibreve rest<br>minim<br>minim rest<br>crotchet<br>crotchet rest<br>quaver<br>quaver rest<br>semiquaver<br>semiquaver rest<br>octave |
|  | <b><u>Composition &amp; Notation</u></b> | <ul style="list-style-type: none"> <li>To know how music is recorded on a stave using staff notation.</li> <li>To know how to create a melodic phrase on a tuned instrument.</li> </ul> | <ul style="list-style-type: none"> <li>Compose an 8 or 16 beat melodic phrase using 5 notes with rhythmic variety. Record using notation.</li> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Read and perform pitched notation within an octave.</li> <li>Begin to read semibreves, minims, crotchets, quavers, semi-quavers and their equivalent rests in notation.</li> </ul> <p><b>Charanga (no quavers or semi-quavers):</b></p>  <ul style="list-style-type: none"> <li>Record their ideas using staff notation. Use ICT.</li> </ul> |   |
|  | <b><u>Perform &amp; Share</u></b>        | <ul style="list-style-type: none"> <li>To know how to perform with an awareness of audience.</li> </ul>   | <ul style="list-style-type: none"> <li>Show an awareness of audiences, venue and occasion.</li> <li>Perform alone or in a group, displaying a variety of techniques.</li> <li>Take turns to lead a group.</li> <li>Confident playing solo.</li> <li>Hold my part in a round/ two part harmony</li> </ul>  |   |