



## Danbury Park Community Primary School

### Skills and Progression

### Music

### KS2

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Rhythm</b>	<p>We can perform and write down a ta and te te pattern</p> <p>We can play a pattern on our instrument (in groups) while another group plays a different pattern</p>	<p>We can perform rhythms using ta, te te and tika tika patterns</p> <p>We can play a pattern on our instrument (in groups) while several groups play different patterns</p>	<p>We can play a pattern on our instrument while other people in our group play different patterns</p>	<p>We can perform a pattern on our instrument while other people in our group play different patterns and different instruments</p>
<b>Notation</b>	<p>We can write rhythms using the Kodaly sounds and notation- ta and te te</p>	<p>We can write rhythms using the Kodaly sounds and notation- ta, te te and tika tika</p>	<p>We can write rhythms using western notation</p> <p>We can add pitches between middle C and G to create a melody</p>	<p>We can write rhythms using western notation</p> <p>We can add pitches between middle C and C1 to create a melody</p> <p>We can add sharps and flats to change the tonality</p>
<b>Pitch</b>	<p>We can choose to use high or low sounds and pick the correct hand bells to make them</p>	<p>We can use the bells (bar, chime and hand) to create melodies</p>	<p>We can use the bells (bar, chime and hand) to create melodies and harmonies</p> <p>We can use the high and low pitches on the keyboards for a melody and accompaniment in pairs</p>	<p>We are able to use the high and low pitches on the keyboards for a melody an accompaniment in pairs</p> <p>We can also play them on our own</p>



<p><b>Composition</b></p>	<p>We use the percussion instruments (tuned and untuned) for a small group composition</p> <p>We can compose a piece using ta and te te rhythm patterns</p>	<p>We can compose a piece using ta, te te and tika tika rhythm patterns</p> <p>We can create group compositions using a variety of tuned and untuned instruments, including keyboard</p> <p>We can compose and notate a melody for recorder</p>	<p>We can compose and notate a chord sequence for the ukulele</p> <p>We can compose a simple melody for the keyboard in pairs</p> <p>We can create group compositions using a variety of tuned and untuned instruments, including keyboard</p>	<p>We can compose a melody and accompaniment for the keyboard in pairs</p> <p>We can create group compositions using a variety of tuned and untuned instruments</p>
<p><b>Singing</b></p>	<p>We can sing confidently in small groups and as a class</p> <p>We can sing with expression and consider the words</p>	<p>We can sing confidently in small groups and sometimes by ourselves</p> <p>We can sing with expression and consider the words</p>	<p>We can sing with expression</p> <p>We can hold notes for the length of a semibreve while counting</p>	<p>We can sing part songs that have two different melodies</p> <p>We can sustain our breathing for long phrases</p>
<p><b>Elements of music</b></p>	<p>We can use the correct terms to describe four elements of music- Pitch, duration, dynamics and tempo and start to describe them using some Italian terms such as piano/forte.</p>	<p>We can understand the different textures in music (the fifth element) in terms of the ensemble playing</p>	<p>We can use Italian terms to describe the dynamics and tempo and also the proper names for the duration of the notes- Semibreve, minim, crotchet, quaver and semi quaver</p>	<p>We can understand all seven elements of music, adding structure (in terms of a pop song) and timbre and use the terms confidently</p>



<p><b>Listening and appraising</b></p>	<p>We can discuss and share our opinions about a piece of music</p> <p>We can recognise many orchestral instruments and we know how they are played</p>	<p>We can discuss and share our opinions about a piece of music, using simple musical vocabulary</p>	<p>We can discuss and share our opinions about a piece of music using more complex musical vocabulary</p>	<p>We can discuss the seven elements of music when listening to music and share our opinions about a piece of music using more complex musical vocabulary</p>
<p><b>Learning an instrument</b></p>	<p>We learn to play the recorder if we are in the mixed year group class</p>	<p>We learn to play the ukulele or the recorder in Year 4</p>	<p>We learn to play the ukelele if we are in the mixed year group class</p>	<p>We revisit the ukulele in the summer term</p>
<p><b>Keyboard skills</b></p>	<p>We learn about the piano in our Composer of the Month works</p>	<p>We use the keyboards for a composition task if we are in the Year 4/5 class</p>	<p>We use the keyboards for composition in pairs using a set of guide pitches</p> <p>We compose a melody and accompaniment</p>	<p>We use the keyboards for composition in pairs using a set of guide pitches</p> <p>We compose a melody and accompaniment</p>