

Music skills development- Key Stage 2

Year 3

Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musical, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz

Recognise different styles of music and explain how they know.

More consistently use accurate musical language to describe and talk about music.

Explain what the pulse is and find it in a piece of music they are listening to or playing.

Internalise the pulse.

Explain what pulse, rhythm, and pitch are.

Explain what dynamics are.

Explain what tempo is.

Copy a simple rhythm with confidence.

To establish good singing position.

Understand and explain why it's important to warm up voices.

Understand that words mean something and communicate them with an audience.

Play a classroom instrument as part of a group.

Read basic musical notation.

Improvise using 2 notes.

Notate music pictorially or graphically.

Perform what you have learnt to an audience.

Year 4

Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music

Continue to recognise different styles of music and explain how they know.

Deepen their knowledge of specific music styles.

Develop an understanding of the history of music.

More consistently use accurate musical language to describe and talk about music.

Demonstrate how you find the pulse.

Internalise the pulse.

Copy a simple rhythm with confidence.

Have a deeper understanding of how pulse, rhythm, pitch, dynamics and tempo work together.

Use voices expressively.

To continue to understand and explain why it's important to warm up voices.

Understand how to perform a song stylistically and musically.

Continue to play a classroom instrument as part of a group.

Respond to basic musical cues.

Read and respond to musical notation.

Improvise using 3 notes.

Record compositions in appropriate ways.

Perform to an audience with an increasing awareness.

Year 5

Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.

Continue to recognise different styles of music and explain how they know.

Deepen their knowledge of specific music styles and understand their musical structure and style indicators.

Use accurate musical language to describe and talk about music.

Find the pulse confidently and innately of the music they are listening to, and understand what that means.

Find and internalise the pulse independently and stay in time.

Demonstrate a fast and slow pulse.

Copy a simple rhythm over the pulse.

Continue to realise, understand, explain and give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.

To continue to understand and explain why it's important to warm up voices.

Sing with a good sense of the pulse.

Understand the importance of clear diction.

Perform and interpret a song as stylistically and as musically as you can.

Continue to play a classroom instrument as part of a group.

Demonstrate confidence and fluency when playing an instrument.

Respond to basic musical cues.

Read and respond to musical notation.

Improvise using 4/5 notes.

Record compositions in appropriate ways.

Year 6

Styles include: 21st Century Classical Music, Electronic music, Turntables, Jazz, the music of Benjamin Britten, 80s Rock, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.

The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments

Continue to show their depth of knowledge of specific music styles and understand their musical structure and style indicators.

Use accurate musical language confidently to describe and talk about music.

Find the pulse confidently and innately of the music they are listening to, and understand what that means.

Find and internalise the pulse independently and stay in time.

Understand the pulse and its role as the foundation of music.

Demonstrate a fast and slow pulse.

Copy a simple rhythm over the pulse and create their own rhythms.

Continue to realise, understand, explain and give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.

To continue to understand and explain why it's important to warm up voices.

Sing with a good sense of the pulse internally.

Understand the importance of clear diction and tuning.

Perform and interpret a song as stylistically and as musically as you can.

Continue to play a classroom instrument as part of a group, with more confidence and ease.

Demonstrate confidence and fluency when playing an instrument.

Respond to basic musical cues.

Read and respond to musical notation.

Improvise using 5 notes.

Record compositions in appropriate ways.