

St Francis of Assisi Catholic Primary School 2024 – Lower KS2 Music Progression Skills based on the Model Music Curriculum

	Y3	Y4
Singing	<p>In Year 3, children:</p> <ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures tunefully and with expression.</li> <li>• Perform forte and piano.</li> <li>• Perform actions confidently and in time to a range of action songs (e.g. Power in me).</li> <li>• Perform as a choir in the Easter Production.</li> </ul>	<p>In Year 4, children:</p> <ul style="list-style-type: none"> <li>• Continue to sing pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. 'Great day') and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</li> <li>• Perform in the Easter Production as choir and soloists.</li> </ul>
Listening	<p>At St Francis, we ensure that listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These include Music Recitals (end of every term); Nativity, Easter and end of the year performances; beginning of the school year presentation by visiting instrumental teachers and taking part in various music festivals.</p> <p>Here are some age-appropriate examples of pieces, that we use in Y3:</p> <p><b>Western Classical Tradition and Film:</b>            'Hallelujah' from Messiah by Handel (baroque)            'Night on a bare mountain' by Mussorgsky (romantic)            'Jai Ho' from Slumdog Millionaire by A R Rahman (21<sup>st</sup> century)</p> <p><b>Popular Music:</b>            'I got you (I feel good) by James Brown (funk)</p> <p><b>Musical Traditions:</b>            'Sahela Re' by Kishori Amonkar (Indian classical)</p>	<p>At St Francis, we ensure that listening to recorded performances is complemented by opportunities to experience live music making in and out of school. These include Music Recitals (end of every term); Nativity, Easter and end of the year performances; beginning of the school year presentation by visiting instrumental teachers and taking part in various music festivals.</p> <p>Here are some age-appropriate examples of pieces, that we use in Y4:</p> <p><b>Western Classical Tradition and Film:</b>            'Symphony no 5' by Beethoven (classical),            'O Euchari' by Hildegard            'For the beauty of the Earth' by Rutter (20<sup>th</sup> Century)</p> <p><b>Popular Music</b>            'Take the A train' by Duke Ellington (jazz)            'Wonderwall' by Oasis (90s Indie)</p> <p><b>Musical Traditions</b>            'Bhabiye Akh Larr Gayee' by Bhujhangy Group (tradition: Bhangra),            'Tropical Bird' by Trinidad Steel Band (tradition: calypso).</p>
Composing	<p>IMPROVISE:</p> <ul style="list-style-type: none"> <li>• inventing short 'on-the-spot' responses using a limited note-range.</li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</li> </ul> <p>COMPOSE:</p>	<p>Improvise:</p> <ul style="list-style-type: none"> <li>• Improvise on a limited range of pitches on the keyboards (C-G), making use of musical features including smooth (legato) and detached (staccato).</li> </ul> <p>Compose:</p> <ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short melodic (C-G) phrases.</li> </ul>

St Francis of Assisi Catholic Primary School 2024 – Lower KS2 Music Progression Skills based on the Model Music Curriculum

	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) using keyboards.</li> <li>Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange/create individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li></li> </ul>
Performing	<p>Playing a melodic instrument. In year 3 we introduce keyboards. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p>	<p>Instrumental Performance. In year 4, we:</p> <ul style="list-style-type: none"> <li>Develop facility in the basic skills of playing the keyboard over a sustained learning period (one term).</li> <li>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class and in small groups.</li> <li>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</li> </ul>
Reading notation	<p>Based on Kodaly Method (KS1) we now introduce the stave, lines and spaces, and clef in year 3:</p> <ul style="list-style-type: none"> <li>Use dot notation to show higher or lower pitch.</li> <li>Introduce and understand the differences between crotchets and paired quavers.</li> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>	<p>Reading Notation</p> <ul style="list-style-type: none"> <li>Develop understanding the differences between minims, crotchets, paired quavers and rests (this learning is ‘supported’ by Kodaly method).</li> <li>Read and perform pitch notation within a defined range (C–G).</li> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</li> </ul>