



# Shelton Junior School

## LKS2 Music Long-Term Progression of Knowledge and Skills



	DISCOVER – resilience and collaboration	INVESTIGATE – reflection and concentration	EXPLORE - curiosity
<b>Year A</b>	<b>Heroic Heritage – Why are beliefs important?</b>	<b>Nurturing Nature – How do plants and living things flourish?</b>	<b>Go With The Flow – How do people choose where to settle?</b>
	Charanga (Y3) – Let your spirit fly	Charanga (Y3) – Three little birds	Charanga (Y3) – The Dragon Song
<b>Year B</b>	<b>Incredible Invaders – Why do people always want more?</b>	<b>Magnets and Matter – Are all changes irreversible?</b>	<b>Active Planet – How do we control our emotions?</b>
	Charanga (Y4) – Mamma Mia	Charanga (Y4) – Stop!	Charanga (Y4) – Lean on me

	<b>Year 3 Skills</b>	<b>Year 4 Skills</b>
Playing and performing	<p><b>Sing and perform simple songs with tune as part of a group or individual.</b></p> <p><b>Play a beat independently.</b></p> <p><b>Learn to treat instruments with care and respect</b></p>	<p><b>Share music to a partner or an audience.</b></p> <p><b>Change the way we play an instrument based on what effect is needed to achieve.</b></p> <p><b>The performance is planned and differentiated for the occasion.</b></p>
Singing	<p><b>Learn how to use our voices safely (warm ups)</b></p> <p><b>Understand how breathing and posture can improve our singing</b></p> <p><b>Sing and perform simple songs with tune as part of a group or individual.</b></p> <p><b>Be able to change our voices: getting louder (crescendo) getting softer (decrescendo) smooth (legato) staccato (detached)</b></p>	<p><b>Learn how to use our voices safely (warm ups)</b></p> <p><b>Understand how breathing and posture can improve our singing</b></p> <p><b>Sing and perform simple songs with tune as part of a group or individual.</b></p> <p><b>Understand that small dynamic changes create emphasis and musical interest.</b></p>

		<b>Discuss the context of songs</b>
Composing	<p><b>Create a simple melody with different notes.</b></p> <p><b>Independently choose sounds to represent ideas in my music (Ancient Egypt)</b></p> <p><b>Record in an appropriate way.</b></p> <p><b>Keep time with a group.</b></p>	<p><b>Know and be able to talk about a composition that they have created in some way.</b></p> <p><b>Plan and create a section of music that can be performed in context with the unit title.</b></p> <p><b>Keep time with a group.</b></p>
Listening and evaluating	<p><b>To know five songs and who wrote them.</b></p> <p><b>Describe the way that music makes us feel and explain why.</b></p> <p><b>Identify repeated patterns.</b></p> <p><b>To know the style of five songs</b></p> <p><b>Identify the main sections of the song</b></p>	<p><b>Identify different musical instruments in a piece of music.</b></p> <p><b>To identify any musical dimensions featured.</b></p> <p><b>Use musical vocabulary to explain answers.</b></p> <p><b>To identify and move to the pulse with ease</b></p>
History	<b>To compare songs from the same and different historical periods.</b>	<b>To compare songs from the same and different historical periods.</b>



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## UKS2 Music Long-Term Progression of Knowledge and Skills



	<b>DISCOVER – resilience and collaboration</b>	<b>INVESTIGATE – reflection and concentration</b>	<b>EXPLORE - curiosity</b>
<b>Year A</b>	<b>Seeking Safety – Does adversity always make you stronger?</b>	<b>Stayin’ Alive – Are all living things equal?</b>	<b>The Amazing Americas – Do we always appreciate what we’ve got?</b>
	Charanga (6) - Happy	Charanga (5) – You’ve got a friend	Charanga (5) – Make You Feel My Love
<b>Year B</b>	<b>Ancient Civilisations – Why do people have different beliefs?</b>	<b>Survival of the Fittest – What’s the difference between surviving and living?</b>	<b>Amazon Adventures – Why do people explore?</b>
	Charanga (5) – The Fresh Prince of Bel-Air	Charanga (6) – Music and Me	Charanga (5) – Reflect, Rewind, Replay

	<b>Year 5 Skills</b>	<b>Year 6 Skills</b>
Playing and performing	<p>Learn to treat instruments with care and respect</p> <p>Play as a group as part of the accompaniment to add musical value to the rest of the piece.</p> <p>Play a simple repeated phrase on a pitched instrument.</p>	<p>Learn to treat instruments with care and respect</p> <p>To talk about venue and how it can be used to its best effect (performing).</p> <p>Everything that is performed must be planned and learned from memory – even if a 4 bar melody.</p>
Singing	<p>Learn how to use our voices safely (warm ups</p> <p>Understand how breathing and posture can improve our singing</p> <p>Sing and perform simple songs with tune as part of a group or individual.</p>	<p>To change our voices to include a wider range of dynamics: very loud (fortissimo) very quiet (pianissimo) moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p> <p>Understand that small dynamic changes create emphasis and musical interest.</p> <p>Discuss the context of songs</p>
Composing	To be able to talk about how the music has been created and why (evaluation).	Compose music for occasions in an appropriate way.

	<p><b>Create simple melodies that work musically with the style of the unit of work (e.g. jazz, ballads etc).</b></p>	<p><b>Use and recognise several music notes and notations (crotchet, treble clef, minim, rest, quaver, semibreve).</b></p>
<p>Listening and evaluating</p>	<p><b>Recognise and describe music that is heard - suggest a purpose/occasion.</b></p> <p><b>Recognise musical instruments from different cultures.</b></p> <p><b>Listen carefully and respectfully to others opinions and how the song makes them feel</b></p>	<p><b>To choose 3 or 4 songs to be able to talk about musically and know the meanings of the songs and how the melody/ instruments used add to this.</b></p> <p><b>Listen carefully and respectfully to others opinions and how the song makes them feel</b></p> <p><b>To identify and move to the pulse with ease</b></p>
<p>History</p>	<p><b>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</b></p>	<p><b>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</b></p>