



Progression Document for KS2 Music

Unit: Creating Compositions in Response to an Animation: Mountains					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can music be used to tell a story?	Play and perform using voices and instruments, improvise and compose music, listen with attention to detail, use and understand musical notation, develop an understanding of the inter-related dimensions of music.	Music can communicate stories and emotions, soundscapes create atmosphere, rhythm and melody can represent events, dynamics affect mood, layers of sound create texture, notation can record musical ideas.	Listen and respond to music, select appropriate sounds, create soundscapes, compose rhythms and melodies, combine musical layers, play in time, notate ideas, rehearse and perform compositions.	composition, soundscape, atmosphere, rhythm, melody, dynamics, texture, notation, ensemble, perform	Compose and perform music to accompany a mountain animation, using sound effects, rhythm, melody and dynamics to communicate a story.
Unit: Rock and Roll					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can we perform music in a rock and roll style?	Play and perform using voices and instruments, improvise and compose music, listen with attention to detail, develop musical fluency and expression, use and understand musical notation, appreciate music from different traditions and times.	Rock and roll developed in the 1950s, it has a strong beat and energetic style, walking bass lines are a key feature, melodies often use repeated patterns, performers combine singing, instruments and movement.	Identify features of rock and roll, keep a steady beat, perform rhythmic patterns, play a walking bass line, sing in time, improvise movements, rehearse and perform as an ensemble.	rock and roll, pulse, rhythm, bass line, tempo, dynamics, melody, beat, ensemble, improvise	Perform a rock and roll piece confidently, combining singing, a walking bass line, rhythm and movement.
Unit: Ballads					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can music and lyrics be used to tell a story?	Play and perform using voices, improvise and compose music, listen with attention to detail, develop an understanding of musical composition, use musical vocabulary, appreciate music from different traditions and times.	Ballads are songs that tell stories, ballads often contain verses and a repeated chorus, lyrics communicate characters and events, rhyme can be used when writing lyrics, actions and expression help communicate meaning.	Identify features of ballads, listen and respond to music, retell a story, write rhyming lyrics, match lyrics to a melody, sing in tune and time, use expression and actions when performing.	ballad, lyrics, verse, chorus, rhyme, melody, stanza, rhythm, performance, expression	Write and perform a ballad that tells a story, using rhyming lyrics, melody, expression and actions.
Unit: Haiku, Music and Performance: Hanami Festival					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can music and poetry work together to celebrate nature?	Play and perform using voices and instruments, improvise and compose music, listen with attention to detail, use musical vocabulary, develop understanding of the inter-related dimensions of music, appreciate music from different traditions and cultures.	Hanami is a Japanese celebration of cherry blossom, haiku are short Japanese poems, music can represent nature and atmosphere, musical features can change the effect of a piece, sounds and instruments can be selected to represent ideas.	Listen and respond to sounds, select appropriate instruments, explore musical features, compose melodies, combine poetry and music, collaborate in groups, rehearse and perform compositions.	haiku, Hanami, melody, composer, dynamics, pitch, tempo, texture, glissando, performance	Compose and perform a piece of music inspired by Hanami, combining a haiku with carefully selected sounds and melodies.

Unit: Changes in Pitch, Tempo and Dynamics: Rivers					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can changes in music represent the journey of a river?	Play and perform using voices and instruments, improvise and compose music, listen with attention to detail, use musical notation, develop understanding of the inter-related dimensions of music, appreciate a range of high-quality music.	Pitch describes how high or low a sound is, tempo describes speed, dynamics describe volume, texture describes layers of sound, an ostinato is a repeated musical pattern, musical elements can create different moods and represent ideas.	Listen and analyse music, identify changes in musical elements, sing in rounds, perform vocal and instrumental ostinatos, compose repeated patterns, represent musical ideas through notation, rehearse and perform as an ensemble.	pitch, tempo, dynamics, texture, ostinato, harmony, a cappella, rhythm, composition, ensemble	Create and perform a river-inspired composition using a variety of ostinatos and changes in pitch, tempo and dynamics.
Unit: Samba and Carnival Sounds and Instruments: South America					
Big Question	National Curriculum Links	Core Knowledge	Disciplinary Knowledge	Key Vocabulary	Outcomes
How can rhythm and percussion create the sound of a carnival?	Play and perform using voices and instruments, improvise and compose music, listen with attention to detail, develop rhythmic accuracy and fluency, use and understand musical notation, appreciate music from different traditions and cultures.	Samba originates from Brazil, samba music uses layered rhythms, percussion instruments create different timbres, syncopated rhythms are an important feature, samba is strongly associated with carnival celebrations.	Identify samba rhythms, maintain a steady pulse, perform rhythmic patterns accurately, layer rhythms, play percussion with control, follow a conductor, compose rhythmic ideas, rehearse and perform as an ensemble.	samba, carnival, rhythm, pulse, syncopation, percussion, timbre, ensemble, dynamics, composition	Compose and perform a samba-inspired piece, combining layered rhythms and percussion to create a carnival-style performance.