








Name: _____

Music National Curriculum Tracking Grid - KS2

<u>Key Skills</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Rhythm work	 Cat Monkey Rest Cow  Armadillo	 Cat Monkey Rest Cow  Armadillo Elephant	 Cat Monkey Rest Cow  Armadillo Elephant Anteater	Learn the correct names for all note values from a semiquaver to a semibreve. If confident add compound rhythms, see below. 
Sol-fa work Not compulsory but best practice	Soh me lah doh re	Soh me lah doh re doh'	Soh me lah doh re doh' te	Soh me lah doh re doh' te fah
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play in class ensemble using tuned and untuned percussion Sing regularly working on dynamic contrasts	Play in class ensemble with a sense of what's going on in the whole group Sing contrasting styles of songs using different tempi and dynamics	Play in ensemble with increased leadership skills and sense of what's going on in the whole group Perform/sing a solo Sing echo and part songs	Perform/sing a solo with increased confidence and control Sing in parts, 2 & 3 part rounds Make all performances as expressive as possible
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise using all known rhythm tags Compose a piece in binary form AB	Improvise using all known rhythm tags Compose a piece in ternary form ABA	Improvise and then develop a composition from this. Be aware of different textures and timbres	Create a composition from a given or chosen stimulus that shows understanding of the inter-related dimensions of music

Key skills	Year 3	Year 4	Year 5	Year 6
Listen with attention to detail and recall sounds with increasing aural memory	Recognise all four families of the orchestra Recall a simple tune from memory Sing a song from memory	Pick out key individual instruments in a piece Clap back a two bar rhythm pattern Sing a song from memory	Clap back a four bar rhythm pattern Sing or clap back a main theme from a listening exercise	Clap back a four bar rhythm pattern Sing and clap back a main theme from a listening exercise
Use and understand staff and other musical notation	Use rhythm flash cards and/or graphic scores Notation middle C - A	Use rhythm flash cards and/or graphic scores Notation middle C - C'	Notate compositions using the most appropriate method applicable	Notate compositions using the most appropriate method applicable
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	Listen to a selection of different pieces of music Listen to live music	Talk about how music makes you feel, show understanding of the structure, tempo and dynamics Listen to live music	Write/talk about music, show understanding of the inter-related dimensions Listen to variety of composers/traditions Respond to live music	Write/talk about music, show understanding of the inter-related dimensions and make comparisons across genres Evaluate live music
Develop an understanding of the history of music	Please relate to your history curriculum where possible, see additional resources	Please relate to your history curriculum where possible, see additional resources	Please relate to your history curriculum where possible, see additional resources	Please relate to your history curriculum where possible, see additional resources

It is suggested that you highlight the key skills as and when you feel that areas have been covered. You may wish to use a different colour each term or year. School performances should be included as evidence of key skills.

Children taking part in wider opportunities/first access must be pushed in the following year, all teachers should be aware and ideally observe a session before inheriting a class post this experience.

The music curriculum is a spiral curriculum, with key skills being repeated constantly. Feel free to cross over and do additional work if the children are ready for this. This applies in particular to rhythm work and the inter-related dimensions of music. One piece of work will and should cover a variety of key skills.

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