

End of Key Stage Expectations - KS2

The Interrelated Dimensions of Music

Pulse (duration) - steady beat

Rhythm (duration) - long and short sounds over a steady beat

Pitch - high and low sounds

Tempo - fast and slow

Dynamics - loud and quiet

Timbre - the character of a sound

Texture - layers of sound, how thick or thin music is

Structure - how the sections of a song or piece of music are ordered

Using the interrelated dimensions of music as a foundation to learning through this scheme, children will be able to:

- Listen and Appraise
- Play musical games
- Sing
- Play instruments
- Improvise
- Compose
- Perform

End of Key Stage Expectations

By the end of each Key Stage, pupils are expected to know, apply and understand the skills and processes specified. Focus on musical learning, progression and appropriate differentiation. Teachers must both prepare and teach musically, making sure that music is the dominant language of learning. Track children's progression by making regular recordings. Listen to the children's musical responses and strive for quality and the next level of musical excellence.

Use the Expected Musical Learning outcomes as a guide for assessment. High expectations are vital, the outcomes will often surprise you as a teacher especially when the children take responsibility for their own learning - often there will be outcomes in addition to those expected/planned for.

Expected outcomes for KS2

Expected musical learning for the end of KS2

Listen and Appraise

Expected musical learning

During this Key Stage children will:

- Listen with direction to a wide range of high-quality music.
- Find the pulse whilst listening using movement - internalise the pulse.
- Understand the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse.
- Build on using correct musical language to suit the style of music they are learning about.
- Confidently recognise different instruments.
- Confidently recognise and explore many varied musical styles and traditions and their basic style indicators.
- Continue to develop an understanding of the history and context of music.
- Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music.
- Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.

Musical Activities – Games

Expected musical learning

During this Key Stage children will:

- Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed.
- Find the pulse within the context of different songs/pieces of music with ease.
- Understand that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops.
- Internalise the pulse.
- Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.
- Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
- Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.
- Understand how pulse, rhythm and pitch work together.
- Understand how the other dimensions of music are sprinkled through songs and pieces of music.
- Build on their progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.

Musical Activities – Singing

Expected musical learning

During this Key Stage children will:

- Have a good understanding of working together in an ensemble or as a group singing.
- Understand the importance of warming up their voices, good posture and projecting their voices.
- Sing songs and melodies musically.
- Have a greater understanding of melody and words and their importance.
- Sing together with confidence, melody and words increasing in difficulty.
- Sing in two parts.
- Listen to a song, and learn it as instructed.
- Sing songs and melodies with greater musical understanding.
- Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together.

Musical Activities – Playing Instruments

Expected musical learning

During this Key Stage children will:

- Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.
- Continue to learn to play together in a band or ensemble.
- Continue to treat each instrument with respect and using the correct techniques to play them.
- Build on understanding the basics and foundations of formal notation - an introduction. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as a learning progression and if appropriate.

Musical Activities – Improvisation:

Expected musical learning

During this Key Stage children will:

- Explore and create musical sound with their voices and instruments.
- Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.
- Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt, reproducing sounds from an increasing aural memory.
- Learn a differentiated approach to improvisation starting with 2 notes and building to 3 then eventually 5 notes or a pentatonic scale.
- Continue to make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies.
- Confidently perform their own rhythms and melodies using their voice or an instrument.
- Improvise and perform in solo and ensemble contexts.
- Understand musical improvisation - a melody or tune that makes sense.

Musical Activities – Composition

Expected musical learning

During this Key Stage children will:

- Create their own tunes and melodies within the context of the song they are learning.

With an understanding of the interrelated dimensions of music, children will learn to:

- Choose, combine and organise patterns and musical ideas within musical structures with understanding.
- Start composing using two notes, increasing to three notes then five notes, a differentiated approach.
- Record their composition in any way appropriate.
- Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.

Perform

Expected musical learning

During this Key Stage children will:

- Work together in an ensemble/band.
- Appreciate the importance of starting and ending together.
- Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate.
- Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the units.
- Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression.
- Improvise confidently as part of a performance, playing a solo or as part of a small group.
- Practise, rehearse and present performances with awareness of an audience.
- Appreciate that performance can influence how music is presented.
- Read or understand music that is notated in different ways, using graphic/pictorial notation, ICT or formal notation.

Use the guidelines above towards a formative point of assessment for the children's musical learning:

Learning	Children that <i>have reached the expected level</i> of musical learning
Listen and Appraise	
Musical Activities:	
<ul style="list-style-type: none"> ● Games 	
<ul style="list-style-type: none"> ● Singing 	
<ul style="list-style-type: none"> ● Playing 	
<ul style="list-style-type: none"> ● Improvising 	
<ul style="list-style-type: none"> ● Composing 	
Perform	
Areas that need support	
Extension work	

Learning	Children that <i>have not yet reached the expected level of</i> musical learning
Listen and Appraise	
Musical Activities:	
<ul style="list-style-type: none"> ● Games 	
<ul style="list-style-type: none"> ● Singing 	
<ul style="list-style-type: none"> ● Playing 	
<ul style="list-style-type: none"> ● Improvising 	
<ul style="list-style-type: none"> ● Composing 	
Perform	
Areas that need support	
Extension work	

Learning	Children that <i>have exceeded the expected level</i> of musical learning
Listen and Appraise	
Musical Activities:	
<ul style="list-style-type: none"> ● Games 	
<ul style="list-style-type: none"> ● Singing 	
<ul style="list-style-type: none"> ● Playing 	
<ul style="list-style-type: none"> ● Improvising 	
<ul style="list-style-type: none"> ● Composing 	
Perform	
Areas that need support	
Extension work	