



Skills Progression for KS 2 – Singing, playing & performing



Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Sing a growing range of songs in tune and with expression. • Experience singing canons, simple rounds and other partner songs. • Understand the difference between pulse and rhythm. • Choose and maintain appropriate pulse. • Play simple ostinato parts (repeating rhythms) on percussion instruments. • Play simple melodic patterns using a small number of notes (pentatonic scale) • Show control of dynamics and tempo when singing and playing, following physical signs. • Begin to show an awareness of the audience when performing. 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control breathing. • Sing canons, rounds and other partner songs with increased control. • Choose and maintain an appropriate pulse. • Maintain simple ostinato parts (repeating rhythms) on percussion instruments. • Maintain a simple melody, vocally or on an instrument, keeping to the pulse. • Show control of dynamics and tempo when singing and playing, following physical signs and written symbols (pp p mp mf ff <> accelerando rallentando) • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain a strong sense of pulse and recognise when going out of time. • Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf ff <> accelerando rallentando) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member. 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain an I playing, showing awareness of how parts fit together. • Refine use of dynamics and tempo when performing following physical signals and written symbols (pp p mp mf ff <> accelerando rallentando) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member

