



Oasis Academy Bank Leaze Progression Document 2021-2022

Subject area: Music

Curriculum leader: Nicola White

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Singing songs with control and using the voice expressively.	<ul style="list-style-type: none"> ☐ To find their singing voice and use their voices confidently. ☐ Sing with a sense of awareness of pulse and control of rhythm. ☐ Recognise phrase lengths and know when to breathe. ☐ Sing songs expressively. ☐ Follow pitch movements with their hands and use high, low and middle voices. 	<ul style="list-style-type: none"> ☐ Sing with an awareness of other performers. ☐ Begin to sing with control of pitch (e.g. following the shape of the melody). ☐ Sing a melody accurately at their own pitch. 	<ul style="list-style-type: none"> ☐ Sing with confidence using a wider vocal range. ☐ Sing in tune. ☐ Sing with awareness of pulse and control of rhythm and awareness of posture. ☐ Recognise simple structures. (Phrases). ☐ Understand how mouth shapes can affect voice sounds. Compose a song on topic 	<ul style="list-style-type: none"> Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Internalise sounds by singing parts of a song 'in their heads.' 	<ul style="list-style-type: none"> ☐ Sing songs with increasing control of breathing, posture and sound projection. ☐ Sing songs in tune and with an awareness of other parts. ☐ Sing with expression and rehearse with others. 	<ul style="list-style-type: none"> • Identify phrases through breathing in appropriate places. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Write and sing own music on topic.
Listening, Memory and Movement.	<ul style="list-style-type: none"> ☐ Recall and remember short songs and sequences and patterns of sounds. ☐ Respond physically when performing, composing and appraising music. ☐ Identify different sound sources. 	<ul style="list-style-type: none"> • Identify well-defined musical features. Listen to music and communicate ideas. 	<ul style="list-style-type: none"> ☐ Identify melodic phrases and play them by ear. ☐ Create sequences of movements in response to sounds. ☐ Demonstrate the ability to recognise the use of structure and expressive elements through dance. Listen to music in stories - opera. Explore inter related dimensions of music: pitch, dynamics, duration, structure, texture, tempo, articulation and tonality. 	<ul style="list-style-type: none"> • Identify phrases that could be used as an introduction, interlude and ending. Listening to music and discuss feelings about music and composers. Duration 	<ul style="list-style-type: none"> ☐ Internalise short melodies and play these on pitched percussion (play by ear). ☐ Create dances that reflect musical features. ☐ Identify different moods and textures. Listen to music from established composers before playing their pieces. Structure texture, tonality, articulation 	<ul style="list-style-type: none"> Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.
Controlling pulse and rhythm	<ul style="list-style-type: none"> ☐ Identify the pulse in different pieces of music. ☐ Identify the pulse and join in getting faster and slower together. ☐ Identify long and short sounds in music. ☐ Perform a rhythm to a given pulse. 	<ul style="list-style-type: none"> • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm. 	<ul style="list-style-type: none"> ☐ Recognise rhythmic patterns. ☐ Perform a repeated pattern to a steady pulse. Awareness of pulse and ability to keep the beat/pulse of a piece of music. ☐ Identify repeated patterns used in a variety of music. (Ostinato). 	<ul style="list-style-type: none"> • Identify and recall rhythmic and melodic patterns. Write your own rhythms. Understanding a ostinato and its function. 	<ul style="list-style-type: none"> ☐ Identify different speeds of pulse (tempo) by clapping and moving. ☐ Improvise rhythm patterns. ☐ Perform an independent part keeping to a steady beat. Understanding ostinato and its function. 	<ul style="list-style-type: none"> • Subdivide the pulse while keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats.

Exploring sounds, melody and accompaniment.	<ul style="list-style-type: none"> □ To explore different sound sources. □ Make sounds and recognise how they can give a message. □ Identify and name classroom instruments. 	<ul style="list-style-type: none"> • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> □ Identify ways sounds are used to accompany a song. □ Analyse and comment on how sounds are used to create different moods. 	<ul style="list-style-type: none"> • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. 		
Controlling Instruments	<ul style="list-style-type: none"> □ Play instruments in different ways and create sound effects. □ Handle and play instruments with control. □ Identify different groups of instruments. <p>Introduce children to recorder. Play notes B A G Play instruments as a group</p>	<ul style="list-style-type: none"> • Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments. • Play B A G C E on the recorder. 	<ul style="list-style-type: none"> □ Identify melodic phrases and play them by ear. □ Select instruments to describe visual images. □ Choose instruments on the basis of internalised sounds. Learn to play notes BAGCDE LOW D on the recorder. 	<p>Play notes BAGCDE low D and F# on a recorder.</p> <p>Play a short Jazz piece.</p> <p>Improve playing together using rhythm</p>	<ul style="list-style-type: none"> □ Identify and control different ways percussion instruments make sounds. □ Play accompaniments with control and accuracy. Create music using unusual instruments 	<ul style="list-style-type: none"> • Use ICT to change and manipulate sounds. • Create different effects using combinations of pitched sounds.
Composition	<p>Contribute to the creation of a class composition.</p> <p>Compose music with stories</p>	<p>Learn to compose music on a theme.</p>	<ul style="list-style-type: none"> □ Create textures by combining sounds in different ways. □ Create music that describes contrasting moods/emotions. □ Improvise simple tunes based on the pentatonic scale. 	<ul style="list-style-type: none"> • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. Composing song on a topic. 	<ul style="list-style-type: none"> □ Identify different starting points or composing music. □ Explore, select combine and exploit a range of different sounds to compose a soundscape. □ Write lyrics to a known song. 	<p>Compose The Blues</p> <ul style="list-style-type: none"> • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition. • Compose a short song to own lyrics based on everyday phrases.
Reading and Writing notations	<ul style="list-style-type: none"> □ Perform long and short sounds in response to symbols. □ Create long and short sounds on instruments. □ Play and sing phrase from dot notation. 	<p>Reading more complicated notation.</p> <ul style="list-style-type: none"> • Make their own symbols as part of a class score. • Record their own ideas. 	<ul style="list-style-type: none"> □ Perform long and short sounds in response to symbols. □ Create long and short sounds on instruments. □ Play and sing phrase from dot notation. □ Record their own ideas. □ Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score. Reading traditional notation. 	<ul style="list-style-type: none"> □ Perform using notation as a support. □ Sing songs with staff notation as support. 	<ul style="list-style-type: none"> • Perform using notation as a support. • Sing songs with staff notation as support.
Performance skills	<p>Perform together and follow instructions that combine the musical elements.</p>	<p>Perform as a class or large group to their peers.</p>	<ul style="list-style-type: none"> □ Perform in different ways, exploring the way the performers are a musical resource. □ Perform as an orchestra with recorders and percussions Performing in school to their peers and staff. 	<p>Perform with awareness of different parts.</p> <p>Play as part of a full orchestra - percussion, recorders, brass, string,</p>	<ul style="list-style-type: none"> □ Present performances effectively with awareness of audience, venue and occasion. Perform in the community. 	<p>Perform (sing and play) in and out of school for public events and within the community.</p>
Evaluating and appraising	<ul style="list-style-type: none"> □ Choose sounds and instruments carefully and make improvements to their own and others' work. 		<ul style="list-style-type: none"> □ Recognise how music can reflect different intentions. 	<p>Know key composers and their significance.</p> <p>Record own performances and evaluating through analysis.</p>	<ul style="list-style-type: none"> □ Improve their work through analysis, evaluation and comparison. 	<p>Listen to selected composers and evaluate their music respectful with their peers.</p>