



**Oasis Academy Bank Leaze Progression Document 2021-2022**

**Subject area: Music**

**Curriculum leader: Nicola White**

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

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