

Oak Meadow Skills Progression

Key Stage 2

Subject Area: Music

National Curriculum Objectives	Pupils should be taught to:			
	Performing Singing <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
	Performing Playing <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			
	Improvising and experimenting <ul style="list-style-type: none">• improvise and compose music for a range of purposes using the inter-related dimensions of music			
	listen with attention to detail and recall sounds with increasing aural memory			
	Composing <ul style="list-style-type: none">• improvise and compose music for a range of purposes using the inter-related dimension of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations			
	Listening, Developing Knowledge and Understanding <ul style="list-style-type: none">• appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music			
	Year 3	Year 4	Year 5	Year 6

	Performing Singing	<p>Sing songs from memory with accurate pitch and in tune.</p> <p>Show control in voice and pronounce the words in a song clearly (diction).</p> <p>Maintain a simple part within an ensemble.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p> <p>Perform with control and awareness of what others are singing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Sing from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Maintain own part in a round/ sing a harmony part with awareness of what others are playing.</p>
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	Performing playing	<p>Maintain a simple part within an ensemble.</p> <p>Play notes on instruments clearly and including steps/ leaps in pitch.</p> <p>Improvise (including call and response) within a group using 1 or 2 notes.</p>	<p>Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).</p> <p>Perform with control and awareness of what others are playing.</p> <p>Improvise within a group using more than 2 notes.</p>	<p>Show control, phrasing and expression in singing.</p> <p>Hold part in a round (pitch/structure).</p> <p>Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.</p> <p>Improvise on own with increasing aural memory.</p>	<p>Play from memory with confidence.</p> <p>Take turns to lead a group.</p> <p>Play accurately with awareness of what others are playing.</p> <p>Play more complex instrumental parts.</p> <p>Improvise using 5 notes of the pentatonic scale.</p>
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	Improvising and experimenting	<p>Recognise and explore the ways sounds can be combined and used expressively</p> <p>Identify how songs are structured and accompanied</p> <p>Express song meanings/lyrics using voices or instruments</p> <p>Identify and control different ways instruments make sounds</p> <p>Improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect</p>	<p>Explore repeated patterns in music/art/dance</p> <p>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</p> <p>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect</p> <p>Identify how songs are structured and accompanied</p> <p>Express song meanings/lyrics using voices or instruments</p>	<p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Explore different textures of un-tuned sounds</p> <p>Explore the relationship between sounds</p> <p>Explore different combinations of vocal sounds</p> <p>Improvise rhythmic patterns over a steady pulse with confidence</p> <p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>	<p>Recognise combinations of pitched sounds - concords and discords</p> <p>Identify and play CM diatonic Chords C-F-G-Am-Dm</p> <p>Improvise - developing rhythmic and melodic material within given structures - when performing</p> <p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</p> <p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Devise more complex rhythmic patterns using semi-quavers and rests</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</p>
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	Composing	<p>Compose and perform melodies using two or three notes.</p> <p>Use sound to create abstract effects (including using ICT).</p> <p>Create/ improvise repeated patterns (ostinati) with a range of instruments.</p> <p>Effectively choose, order, combine and control sounds (texture/ structure).</p> <p>Use musical dimensions together to compose music.</p>	<p>Compose and perform melodies using three or four notes.</p> <p>Make creative use of the way sounds can be changed, organised and controlled (including ICT).</p> <p>Create accompaniments for tunes using drones or melodic ostinati (riffs).</p> <p>Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Compose and perform melodies using four or five notes.</p> <p>Use a variety of different musical devices including melody, rhythms and chords.</p> <p>Record own compositions.</p> <p>Create own songs (raps-structure).</p> <p>Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>Compose and perform melodies using five or more notes.</p> <p>Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.</p> <p>Create music reflecting given intentions and record using standard notation.</p> <p>Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).</p>
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	<p style="text-align: center;">Listening, Developing Knowledge and Understanding</p>	<p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound- then-symbol approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).</p> <p>Read/ work out the musical stave (notes as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances. (Combining all musical dimensions).</p> <p>Describe different purposes of music in history/ other cultures.</p>
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