

# **Oak Meadow Skills Progression**

## **Key Stage 1**

### **Subject Area: Music**

<b>National Curriculum Objectives</b>	<b>Pupils should be taught to:</b>	
	<b>Performing Singing</b> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li></ul> <b>Performing Playing</b> <ul style="list-style-type: none"><li>• play tuned and un-tuned instruments musically</li></ul> <b>Improvising and experimenting</b> <ul style="list-style-type: none"><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul> <b>Listening, Developing Knowledge and Understanding</b> <ul style="list-style-type: none"><li>• listen with concentration and understanding to a range of high quality live and recorded music</li></ul>	
	<b>Year 1</b>	<b>Year 2</b>

	<b>Performing Singing</b>	<p>Take part in singing.</p> <p>Follow instructions on how and when to sing.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p>	<p>Sing songs in ensemble following the tune (melody) well.</p> <p>Use voice to good effect understanding the importance of warming up first.</p> <p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using voices, playing by ear and including simple improvisation (duration).</p>
	<b>Performing Playing</b>	<p>Follow instructions on how and when to play an instrument.</p> <p>Take notice of others when performing.</p> <p>Make and control long and short sounds (duration).</p> <p>Imitate changes in pitch– high and low.</p>	<p>Perform in ensemble with instructions from the leader.</p> <p>Make and control long and short sounds using instruments, playing by ear and including simple improvisation (duration).</p>

	<p style="text-align: center;"><b>Improvising and experimenting</b></p>	<p>Make a sequence of long and short sounds with help (duration).</p> <p>Clap longer rhythms with help.</p> <p>Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p>	<p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure- beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds- rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea.</p> <p>Start to compose with two or three notes.</p>
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**Listening, Developing Knowledge and Understanding**

Listen for different types of sounds.  
Know how sounds are made and changed.  
Make sounds with a slight difference, with help.  
Use voice in different ways to create different effects.  
Hear the pulse in music.  
Hear different moods in music.  
Identify texture— one sound or several sounds?

Listen carefully and recall short rhythmic and melodic patterns.  
Use changes in dynamics, timbre and pitch to organise music.  
Change sounds to suit a situation.  
Make own sounds and symbols to make and record music.  
Start to look at basic formal notation- play by ear first.  
Know music can be played or listened to for a variety of purposes (in history/ different cultures).  
Identify the pulse in music.  
Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).  
Start to recognise different instruments.