



**Oliver's Battery Primary School**

# **Skills Progression and Assessment Document for Music**

**The purpose of this document is to support the planning and assessment of Music, ensuring full coverage of the curriculum and opportunities to scaffold and challenge learning.**

# The National Curriculum

## Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Attainment targets

### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Skills Progression

Learning Objective	Year 1 and 2	Year 3 and 4	Year 5 and 6
To perform	<ul style="list-style-type: none"> <li>- Take part in singing, accurately following the melody.</li> <li>- Follow instructions on how and when to sing or play an instrument.</li> <li>- Make and control long and short sounds, using voice and instruments.</li> <li>- Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing from memory with accurate pitch.</li> <li>- Sing in tune.</li> <li>- Maintain a simple part within a group.</li> <li>- <b>Listen to and sing more complex rounds and partner songs</b></li> <li>- Pronounce words within a song clearly.</li> <li>- Show control of voice.</li> <li>- Play notes on an instrument with care so that they are clear.</li> <li>- Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing or play from memory with confidence.</li> <li>- Perform solos or as a part of an ensemble.</li> <li>- Sing or play expressively and in tune.</li> <li>- Hold a part within a round.</li> <li>- Sing a harmony part confidently and accurately.</li> <li>- Sustain a drone or a melodic ostinato to accompany singing.</li> <li>- Perform with controlled breathing (voice) and skilful playing (instrument).</li> <li>- <b>Increase awareness of expression and interpretation through control of the dimensions and phrasing when singing in parts.</b></li> <li>- <b>Apply specific playing techniques using percussion instruments for desired effect</b></li> </ul>
To compose	<ul style="list-style-type: none"> <li>- Create a sequence of long and short sounds.</li> <li>- Clap rhythms.</li> <li>- Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>- Choose sounds to create an effect.</li> <li>- Sequence sounds to create an overall effect.</li> <li>- Create short, musical patterns.</li> <li>- Create short, rhythmic phrases.</li> <li>- Identify the beat of a tune.</li> <li>- Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose and perform melodic songs.</li> <li>- Use sound to create abstract effects.</li> <li>- Create repeated patterns with a range of instruments.</li> <li>- Create accompaniments for tunes.</li> <li>- Use drones as accompaniments.</li> <li>- Choose, order, combine and control sounds to create an effect.</li> <li>- Use digital technologies to compose pieces of music.</li> <li>- <b>Explore different techniques for playing a variety of percussion instruments.</b></li> <li>- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>	<ul style="list-style-type: none"> <li>- Create songs with verses and a chorus.</li> <li>- Create rhythmic patterns with an awareness of timbre and duration.</li> <li>- Combine a variety of musical devices, including melody, <b>harmony</b>, rhythm and chords.</li> <li>- Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>- Use drones and melodic ostinato (based on the pentatonic scale).</li> <li>- Convey the relationship between the lyrics and the melody.</li> <li>- Use digital technologies to compose, edit and refine pieces of music.</li> <li>- <b>Use an appropriate and extended musical vocabulary (see vocabulary progression section)</b></li> <li>- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</li> </ul>

		<ul style="list-style-type: none"> <li>- Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>- Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>- <b>Create and play layered music with an awareness of how different parts fit together.</b></li> </ul>	<ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context</li> <li>- Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
To transcribe	<ul style="list-style-type: none"> <li>- Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Devise non-standard symbols to indicate when to play and rest.</li> <li>- Recognise the notes EGBDF and FACE on the musical stave.</li> <li>- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>- Read and create notes on the musical stave.</li> <li>- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>- Understand and use the # (sharp) and b (flat) symbols.</li> <li>- Use and understand simple time signatures.</li> </ul>
Additional key skills detailed by Hampshire Music Service	<ul style="list-style-type: none"> <li>-</li> </ul>	<p><b><u>By end of Year 4:</u></b> Listen to, respond and explore and create:</p> <ul style="list-style-type: none"> <li>• Melodic patterns and scales (pentatonic, major/minor)</li> <li>• Rhythm patterns in 2, 3 and 4 metre</li> <li>• Develop use of ostinato (short repeated patterns)</li> <li>• Music with dynamic/tempo/texture and timbre variation</li> <li>• Music with different structures (e.g. binary AB, ternary ABA and Rondo ABACADA)</li> </ul>	<p><b><u>End of Year 6 (with an awareness of impact) -</u></b> Listen to, respond and explore and create:</p> <ul style="list-style-type: none"> <li>- Music featuring scale patterns (e.g. pentatonic, major/minor, chromatic, raga)</li> <li>- More complex rhythm patterns with metres</li> <li>- Music with dynamic/tempo/texture and timbre variation</li> <li>- Music with different structures (e.g. 12 bar blues, theme and variations, leitmotiv, sound poems) <i>commenting on composer's intent</i></li> <li>- Different ensemble combinations <i>commenting on composer's intent</i></li> </ul>
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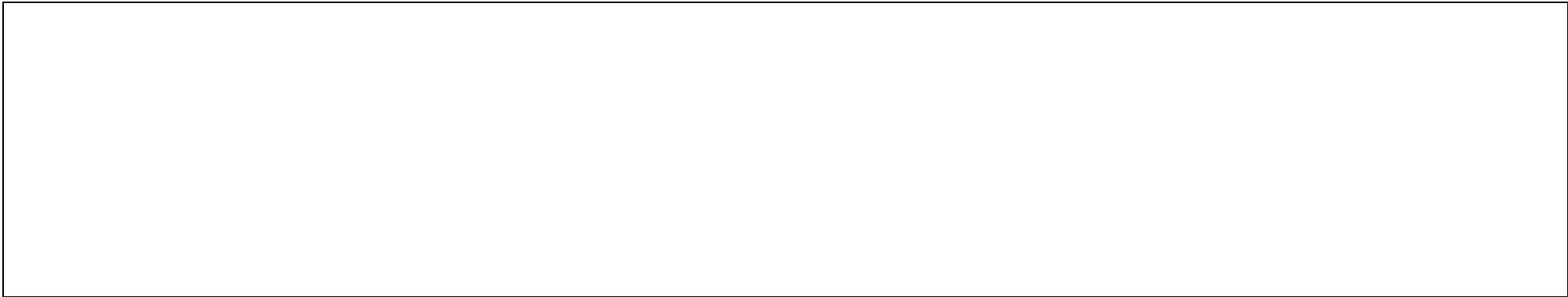
Long term Plan

	<b>Autumn</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year R/1</b>	Marvellous me	One small step	Are we nearly there?	How does your garden grow?	Once upon a time...	Animal Magic
<b>Year 2</b>	<b>Amazing Me</b>	<b>Your House or Mine</b>	<b>Fire Fire</b>	<b>Big Wide World</b>	<b>Where are we?</b>	<b>Awesome Artists</b>
	<b>Listen to Me Bamboo Tamboo</b>	<b>Listen to Me Bamboo Tamboo</b>	<b>Listen to Me African Percussion</b>	<b>Listen to Me African Percussion</b>	<b>Listen to Me Recorder</b>	<b>Listen to Me Recorder</b>
<b>Year 3/4</b>	The Dreamer of Dreams.	Savage Stone Age	Daring and Dangerous!	Friend or Foe?	Magnetic Madness.	Sailing the High Seas
	<p><b>Year 4: Listen to me Guitar</b></p> <p>- Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p><b>Year 4: Listen to me Guitar</b></p> <p>- Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p><b>Listen to Me African Percussion</b></p> <p>- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	<p><b>Listen to Me African Percussion</b></p> <p>- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	<p><b>Listen to Me Clarinet</b></p> <p>Listen to, respond and explore and create:</p> <ul style="list-style-type: none"> <li>• Melodic patterns and scales (pentatonic, major/minor)</li> <li>• Rhythm patterns in 2, 3 and 4 metre</li> <li>• Develop use of ostinato (short repeated patterns)</li> <li>• Music with dynamic/tempo /</li> </ul>	<p><b>Listen to Me Clarinet</b></p> <p>Listen to, respond and explore and create:</p> <ul style="list-style-type: none"> <li>• Melodic patterns and scales (pentatonic, major/minor)</li> <li>• Rhythm patterns in 2, 3 and 4 metre</li> <li>• Develop use of ostinato (short repeated patterns)</li> <li>• Music with dynamic/tempo /</li> </ul>
					texture and timbre	texture and timbre variation

					variation	
<b>Year 5/6</b>	<b>Spooky Scientist</b>	<b>Mystery History</b>		<b>Evolution</b>		<b>Shaping Up</b>
	Listen to and analyse choral music <ul style="list-style-type: none"> <li>- Music featuring scale patterns</li> <li>- More complex rhythm patterns with metres</li> <li>- Music with dynamic/tempo/texture and timbre variation</li> <li>- Music with different structures <i>commenting on composer's intent</i></li> <li>- Different ensemble combinations <i>commenting on composer's intent</i></li> </ul>					<ul style="list-style-type: none"> <li>- Sing or play from memory with confidence.</li> <li>- Perform solos or as a part of an ensemble.</li> <li>- Sing or play expressively and in tune.</li> <li>- Hold a part within a round.</li> <li>- Sing a harmony part confidently and accurately.</li> <li>- Sustain a drone or a melodic ostinato to accompany singing.</li> <li>- Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>

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## Progression of Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>All of KS1 vocab plus:</i>						
<b>Key Vocab</b>	<b>Pitch</b> - high/low  <b>Dynamics</b> -loud/quiet  <b>Tempo</b> -fast/slow  <b>Timbre</b> – names of instruments  <b>Texture</b> - one sound/many sounds	<b>Pitch</b> - high/*middle/low  <b>Dynamics</b> – loud/moderate/quiet/silence  <b>Tempo</b> – fast/moderate/slow  <b>Timbre</b> –names of individual instruments/names of families of instruments e.g. tuned and un-tuned  <b>Texture</b> – solo (one sound) /layers (many sounds)	<b>Pitch</b> – high(er)/middle/low(er) steps/melody/shape  <b>Dynamics</b> - loud/moderate/quiet/silence/getting louder/quieter  <b>Tempo</b> - fast/moderate/slow/getting faster/slower  <b>Timbre</b> – names of individual instruments/names of families of instruments. Words to describe sounds made(e.g. icy)  <b>Texture</b> – solo/layers/accompaniment	<b>Pitch</b> – repeated notes/steps/scales- - pentatonic (5 notes)  <b>Dynamics</b> – as KS1  <b>Tempo</b> – as KS1  <b>Timbre</b> – plucked/bowed/struck/strummed etc.  <b>Texture</b> – as KS1  <b>Duration</b> - 2, 3, and 4 metre	<b>Pitch</b> - repeated notes/steps/scales-pentatonic (5 notes), major, minor  <b>Dynamics</b> – as KS1  <b>Tempo</b> – as KS1  <b>Timbre</b> – plucked/bowed/struck/strummed etc. <b>Orchestral family names</b>  <b>Texture</b> – Solo/unison/ostinato parts/simple harmony e.g. drone, melodic ostinati parts	<b>Pitch</b> – repeated notes/steps/scales-pentatonic (5 notes) could extend to: raga, chromatic, modes  <b>Dynamics</b> – as KS1  <b>Tempo</b> – as KS1  <b>Timbre</b> - plucked/bowed/struck/strummed etc. <b>Orchestral family names. Ensemble.</b>  <b>Texture</b> – Solo/unison/ostinato parts/simple harmony e.g. drone, melodic ostinati	<b>Pitch</b> - repeated notes/steps/scales-pentatonic (5 notes) could extend to: raga, chromatic, modes  <b>Dynamics</b> – as KS1  <b>Tempo</b> – as KS1  <b>Timbre</b> - as Year 5  <b>Texture</b> – as Year 5
	<b>Duration</b> – long/short/steady beat						

	<p><b>Structure</b> – same/different (e.g. “this part of the music is different/same”)</p>	<p><b>Duration</b> – long/short/steady beat/<b>patterns</b></p> <p><b>Structure</b> – <b>Openings/endings (AB), beginning-middle-end, echoes and responses</b></p>	<p><b>Duration-</b> long/short/steady beat/<b>rhythm</b> patterns</p> <p><b>Structure -</b> Openings/endings (AB), beginning-middle-end, echoes and responses / <b>verse and chorus, ABA</b></p>	<p><b>Structure -</b> <b>binary (AB)/ternary (ABA), introductions and codas. Ostinato (short repeated patterns)</b></p>	<p><b>Duration-</b> As Year 3</p> <p><b>Structure</b> – binary (AB)/ternary (ABA), introductions and codas. Ostinato (short repeated patterns)/ <b>rondo (ABACADA)/ theme and variations.</b></p>	<p>parts. <b>Chords/consonant/Dissonant.</b></p> <p><b>Duration-</b> 2, 3, and 4 metre. <b>8 and 6 metre.</b></p> <p><b>Structure -</b> binary (AB)/ternary (ABA), introductions and codas. Ostinato (short repeated patterns)/ rondo (ABACADA)/ theme and variations. <b>12 bar blues, leitmotiv.</b></p>	<p><b>Duration-</b> 2, 3, and 4 metre. <b>8 and 6 metre. Possibly 5 and 7 metre</b></p> <p><b>Structure</b> – As Year 5</p>
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### Additional and extra-curricular opportunities

Choir Weekly with termly performances  
 Christmas Carol Service  
 Choir: Carol singing for charity  
 Listen2Me  
 RockSteady weekly lessons and termly concert  
 Live music performances (HMS)  
 Instrumental lessons  
 Summer Concert at summer fair  
 Year 6 production  
 HMS music opportunities and live music  
 Winchester College live music performances

