

## Music Progression Document – Based on Oak Academy Scheme of Work

	<b>By the end of Year 2 pupils should be able to/know:</b>	<b>By the end of Year 4 pupils should be able to/know:</b>	<b>By the end of Year 6 pupils should be able to/know:</b>
<b>Pulse, Metre and Duration</b>	<ul style="list-style-type: none"> <li>Identify pulse</li> <li>Understand the term pulse</li> <li>Move body in time to beat</li> <li>Move in time to the pulse</li> <li>Maintain a steady pulse</li> <li>Find the strong beat in the bar</li> <li>Identify the strongest beat of the bar and how we can show it when performing.</li> <li>Match the rhythm pattern to the pulse</li> <li>Represent sounds using symbols or pictures</li> <li>Understand how sounds can be represented by symbols and how to read the symbols to create sound patterns.</li> <li>Know the relationship between pulse and rhythm.</li> <li>Know how sound patterns fit into a pulse</li> <li>Know the musical terminology for tempo and how to identify fast and slow music.</li> <li>Create a simple pulse pattern</li> <li>Understand how a pulse can be subdivided</li> <li>Know how to show pulse as a crotchet pulse and a quaver pulse.</li> <li>Know about 3 beat and 5 beat patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the terms pulse and rhythm</li> <li>Identify and perform 4 beats in a bar</li> <li>Identify and perform 2 beats in a bar</li> <li>Identify and perform 3 beats in a bar</li> <li>Identify and perform 6 beats in a bar</li> <li>Identify and perform 5 beats in a bar</li> <li>Recognise time signatures</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between three and four time</li> <li>Recognise changes in metre</li> <li>Understand the term compound time</li> <li>Understand the term irregular metre</li> <li>Maintain pulse using the voice and body</li> <li>Understand the difference between on and off beats</li> <li>Explore on and off beats in different musical styles</li> <li>Understand syncopated rhythms</li> <li>Understand ostinatos</li> <li>Understand Polyrrhythms</li> </ul>
<b>Harmony</b>			<ul style="list-style-type: none"> <li>Sing in canon</li> <li>Understand the term chord and harmony.</li> <li>Understand the term bass line</li> <li>Recognise singing in thirds</li> <li>Sing in harmony</li> </ul>
<b>Tempo, Dynamics and Timbre</b>	<ul style="list-style-type: none"> <li>Know different ways to use voice and decide which voice is best for a particular song</li> <li>Know how to make different sounds with our bodies</li> <li>Compose own body percussion pattern.</li> <li>Know different ways to use instruments</li> <li>Know the difference between high and low sounds</li> <li>Understand the term pitch.</li> <li>Know how to use actions to show high and low.</li> <li>Identify when the pitch rises and falls</li> <li>Know about loud and quiet sounds</li> <li>Know the musical names for loud and quiet</li> <li>Understand the term dynamics</li> <li>Know the Italian terms for loud and quiet</li> <li>Understand the term tempo (speed)</li> <li>Know the Italian terms for fast and slow</li> <li>Identify changes in tempo</li> <li>Know all the different families and instruments of the orchestra including what they sound like.</li> </ul>	<ul style="list-style-type: none"> <li>Know the basics of body percussion.</li> <li>Improve body percussion.</li> <li>Understand different rhythms in percussive music.</li> <li>Understand reading music notation.</li> <li>Create and perform a piece of music using body percussion.</li> <li>Identify the different types of percussion</li> <li>Understand the basics of vocal percussion (beatboxing.)</li> <li>Develop beatboxing skills and perform a piece.</li> </ul>	<ul style="list-style-type: none"> <li>Classify instruments</li> <li>Imitate world percussion using other sound sources</li> <li>Understand the role of percussion in programmatic music</li> <li>Compose call and response patterns</li> <li>Structure a Mambo-inspired performance</li> </ul>

	<ul style="list-style-type: none"> <li>Know the families and instruments of the orchestra, what they sound like and how they are played.</li> </ul>		
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>Understand the term pulse</li> <li>Know how to find the pulse in a piece of music</li> <li>Know the difference between pulse and rhythm</li> <li>Be able to repeat short rhythmic patterns.</li> <li>Be able to read and write songs using rhythmic notation</li> <li>Recognise rhythms from favourite songs</li> <li>Improvise and compose a rhythm within a 4 beat pattern</li> <li>Compose a body percussion pulse pattern</li> <li>Use symbols and recognise patterns between words and sounds.</li> <li>Understand the term rhythm</li> <li>Use musical notation symbols to represent different rhythms</li> <li>Use musical notation symbols to recognise different songs</li> <li>Compose a four bar rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to find the pulse in songs and explore rhythm.</li> <li>Understand basic notation.</li> <li>Know the symbol for silence (a rest).</li> <li>Compose a rhythmic piece.</li> <li>Perform a rhythmic composition.</li> <li>Understand the terms pulse and rhythm.</li> <li>Keep a steady pulse.</li> <li>Use musical symbols to perform rhythms</li> <li>Clap rhythmic patterns in a call and response pattern.</li> <li>Create a rhythmic improvisation pattern.</li> <li>Understand the term improvise</li> <li>Layer different rhythms over the top of each other in Samba music.</li> <li>Using instruments to create Samba breaks and improvised sections</li> <li>Perform a song with improvised responses.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and recognise syncopation</li> <li>Sing syncopated rhythms</li> <li>Read syncopated rhythms in musical notation</li> <li>Compose a syncopated rhythm</li> <li>Perform using syncopated rhythms</li> <li>Understand the difference between major and minor keys</li> <li>To know the different sung forms in opera.</li> <li>Play and compose a polyrhythm for a gamelan ensemble (Indonesia).</li> <li>Compose interlocking melodies for the pitched instruments in a gamelan ensemble.</li> <li>Compose a piece for the full gamelan ensemble.</li> <li>Know the difference between pulse and rhythm</li> <li>Read rhythms from graphical notation</li> <li>Learn ostinato patterns inspired by West African drumming</li> <li>Structure and perform a piece inspired by West African drumming</li> <li>Understand the key features and perform rhythmic cycles in a range of music e.g. Tuktá, Samba</li> </ul>
<b>Tonality</b>			<ul style="list-style-type: none"> <li>Understand how melody is made</li> <li>Know where melody can be heard</li> <li>Play a melody on a xylophone (or an interactive xylophone)</li> <li>Know how composers use melody within music to tell a story or express an emotion.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>Know what pitch is</li> <li>Understand the term pitch</li> <li>Recognise high, middle and low sounds</li> <li>Know what types of instruments make high pitched sounds</li> <li>Know what types of instruments make low pitched sounds</li> <li>Know how to follow the pitch of a piece of music</li> <li>Know how to change the pitch of our singing voices</li> <li>Know how to use our voices and objects to create high and low sounds</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept and term pitch.</li> <li>Recognise high, middle and low sounds.</li> <li>Know what types of instruments make high pitched sounds.</li> <li>Know what types of instruments make low pitched sounds.</li> <li>Know how high and low pitches can work together to create a musical story.</li> <li>Be able to follow the pitch of a piece of music.</li> <li>Create low and high pitched sounds.</li> <li>Recognize high, middle and low sounds.</li> <li>Explore what types of instruments make high pitched sounds</li> <li>Know what types of instruments make low pitched sounds</li> <li>Know how high and low pitches can work together to create a musical story.</li> <li>Learn how to follow the pitch of a piece of music.</li> <li>Create low and high pitched sounds using objects.</li> </ul>	
<b>Contrasts</b>	<ul style="list-style-type: none"> <li>Recognise, perform and compose music that has contrasts in: <ul style="list-style-type: none"> <li>rhythm</li> <li>pitch</li> <li>dynamics</li> <li>articulation</li> <li>timbre</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ melody</li> <li>○ music making</li> </ul>		
<b>Texture</b>		<ul style="list-style-type: none"> <li>● Understand the term texture.</li> <li>● Be able to recognise thin or rich textures.</li> <li>● Recognise, perform and create monophonic textures.</li> <li>● Recognise, perform and create homophonic textures.</li> <li>● Recognise, perform and create polyphonic textures.</li> <li>● Recognise, perform and describe what melody and accompaniment is.</li> <li>● Know how musicians create different layers of sounds to produce different textures.</li> </ul>	
<b>Structure</b>			<ul style="list-style-type: none"> <li>● The term binary form and recognise its characteristics</li> <li>● The term ternary form and recognise its characteristics</li> <li>● The term sonata form and recognise its characteristics</li> <li>● The term rondo form and recognise its characteristics</li> <li>● Variety in rondo form.</li> </ul>
<b>Musical Devices/Processes</b>	<ul style="list-style-type: none"> <li>● Listen to, perform and compose musical patterns to understand: <ul style="list-style-type: none"> <li>○ conjunct musical movement</li> <li>○ disjunct musical movement imitation</li> <li>○ musical riffs</li> <li>○ musical drones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Understand the term musical ostinato.</li> <li>● Create melodic repeating patterns.</li> <li>● Play melodic ostinati.</li> <li>● Understand the term drone.</li> <li>● Understand the use of drones as an accompaniment.</li> <li>● Use drones and ostinati to accompany a piece of music.</li> </ul>	

#### Performance Progression for Jamie

	<b>By the end of Year 2 pupils should be able to:</b>		<b>By the end of Year 4 pupils should be able to:</b>		<b>By the end of Year 6 pupils should be able to:</b>	
Performing	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms	Perform confidently and accurately individually and as part of a group