

MUSIC

Skills and Knowledge Progression



We align our topics and units of study with the National Curriculum; however, we enrich our provision with a wide variety of musical sources and Oakfield’s learning experiences that enable pupils to enjoy learning for life.

By the end of 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. 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 musical repertoire from a broad range of times, places and genres.

End points for lessons will be shared with pupils and they will be encouraged to self-assess against differentiated success criteria. Pupils will be introduced to and encouraged to use specialist musical language ('lightning vocabulary') which will be given to them at the start of a lesson or topic.

Pupils should be taught to:

Sing and Play Musical Instruments	Sing and Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and expression. Recall sounds with increasing aural memory.
Create and Compose their own Music	Use the 'Elements of Music' to improvise and compose music for a range of purposes with increasing confidence and creativity.
Rehearse and Perform to an Audience	Develop rehearsal and performance skills, demonstrating musical quality and the ability to reflect and improve. Practise, perform and present with a strong sense of audience. Use and understand different types of written music, including conventional musical notation.
Listen and Respond to Music	Develop strong listening skills and the ability to describe what music makes you think/feel. Appreciate and understand a wide range of live and recorded music from different times, places and genres, including the music of famous composers to help develop a sense of musical development through history.

	Year 3	Year 4	Year 5	Year 6
Topics Studied	<ul style="list-style-type: none"> Harvest Singing Christmas Singing Recorders and Tuned Percussion 	<ul style="list-style-type: none"> Harvest Singing Christmas Singing Tuned Percussion and Body Percussion 	<ul style="list-style-type: none"> Harvest Singing Christmas Singing Ukuleles and Tuned Percussion 	<ul style="list-style-type: none"> Harvest Singing Christmas Singing Ukuleles and Tuned Percussion
Knowledge & Skills	<ul style="list-style-type: none"> Baroque Music Pop Music of the 1960s West African Drumming 	<ul style="list-style-type: none"> Classical Music Pop Music of the 1970s Indian Bhangra Romans Topic Link 	<ul style="list-style-type: none"> Romantic Music Pop Music of the 1980s Brazilian Samba 	<ul style="list-style-type: none"> 20th Century Music Pop Music of the 1990s Indonesian Gamelan World War II Topic

Sing and Play Musical Instruments	Learn to sing some seasonal and topic-linked songs with mainly accurate pitch and good control and expression. Communicate thoughts and feelings to an audience through musical expression.	Learn to sing some seasonal and topic-linked songs with accurate pitch and rhythm and good control and expression. Perform with a sense of bringing together various elements of previous learning.	Learn to sing some seasonal and topic-linked songs with an awareness of each song's style, with accurate pitch and rhythm and good control and expression. Perform in parts, singing with strong awareness of audience.	Learn to sing some seasonal and topic-linked songs, maintaining their part in part-singing. Demonstrate musical quality in performance, putting detailed rehearsal points into practise.
Create and Compose their own Music	Compose in groups, from a visual stimulus and using some simple graphic notation.	Compose in groups, within a given structure. Begin to improvise using a few different pitches.	Show an awareness of the elements of music in group compositions. Improvise with some creativity.	Confidently adapt the elements of music in group compositions. Improvise creatively, with a greater range of notes.
Rehearse and Perform to an Audience	Communicate thoughts and feelings to an audience through musical expression. Take part in small group performances to the class.	Perform with a sense of bringing together various elements of previous learning. Begin to offer and receive constructive feedback with peers, following performance.	Perform in parts, keeping their own part going. Practise, perform and present with increased awareness of audience.	Perform in solo and ensemble contexts, demonstrating musical quality, putting detailed rehearsal points into practise in performance.
Listen and Respond to Music	Listen with attention. Use correct musical language to describe what they hear. Recognise the sounds of some instruments when played individually.	Listen attentively to different styles of music. Start to recognise and comment on style indicators and identify different instruments used.	Listen with good concentration. Find and internalise the pulse. Use musical language to describe what is heard.	Respectfully discuss responses to listening tasks using correct musical language. Identify style indicators and instruments heard.