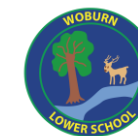


Music Progression Map - Woburn Lower School 2023 - 2024



Early Years	KS1		KS2	
	Year 1	Year 2	Year 3	Year 4
	Use 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.		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.	

Knowledge Strand	Early Years	Key Stage 1		Lower Key Stage 2	
	3 to 4 Year Olds, Children in Reception, Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Performing	<p><i>Sing a large repertoire of songs (CL)</i> <i>Use large-muscle movements to wave flags and streamers, paint and make marks (PD)</i> <i>Remember and sing entire songs. (EAD)</i> <i>Sing the pitch of a tone sung by another person ('pitch match'). (EAD)</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound. (CL)</i> <i>Learn rhymes, poems and songs (CL)</i> <i>Combine different movements with ease and fluency (PD)</i> <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</i> <i>Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD)</i> <i>Explore and engage in music making and dance, performing solo or in groups. (EAD)</i></p> <p>Early Learning Goal - Being Imaginative and Expressive <i>Sing a range of well-known nursery rhymes and songs.</i></p>	<p>Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</p> <p>Listening Respond to different moods of music, in different ways.</p>	<p>Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble following the tune (melody) well? Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Do they have control when playing instruments? Can they perform musical patterns keeping a steady pulse?</p>	<p>Do they sing songs from memory with increasing expression, accuracy and fluency? Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly? Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? Can they improvise (including call and response) within a group using the voice? Can they collaborate to create a piece of music?</p> <p>Listening Describe music using appropriate vocabulary Begin to compare different kinds of music</p>	<p>Can they perform a simple part of an ensemble rhythmically? Can they sing songs from memory with increasing expression, accuracy and fluency? Can they improvise using repeated patterns with increasing accuracy and fluency?</p> <p>Listening Describe what they hear using a wider range of musical vocabulary Recognise how the inter-related dimensions of music are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics</p>

	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			Recognise differences between music of different times and cultures	Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between Lyrics and melodies.
Greater Depth		Can they perform a rhythm to a steady pulse?	Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse.	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	Can they use selected pitches simultaneously to produce simple harmony?
Composing	Create their own songs, or improvise a song around one they know. (EAD) Play instruments with increasing control to express their feelings and ideas. (EAD) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EAD)	Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they represent sounds pictorially? Can they make a sequence of sounds for a purpose?	Can they order sounds to create a beginning, middle and end? Can they represent sounds pictorially with increasing relevance? Can they choose sounds to achieve an effect (including use of technology)? Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? Can they create short, rhythmic patterns - sequences of long and short sounds? Are they selective in the control used on an instrument in order to create an intended effect? Can they create their own symbols to represent sounds? Can they choose sounds to create an effect on the listener?	Can they create repeated patterns using a range of instruments? Can they combine different sounds to create a specific mood or feeling? Do they understand how the use of tempo can provide contrast within a piece of music? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sounds to create different textures? Can they use silent beats for effect (rests)? Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?	Can they use notations to record and interpret sequences of pitches? Can they use notations to record compositions in a small group or on their own? Can they use notation in a performance?
Greater Depth		Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument?	Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song?	Can they create accompaniments for melodies? Can they compose a simple piece of music that they can recall to use again?	Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?

				Do they understand metre in 4 beats; then 3 beats?	
Appraising	<p>Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p>	<p>Can they form an opinion to express how they feel about a piece of music? Can they recognise repeated patterns? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? Can they hear the pulse in a piece of music? Can they tell the difference between loud and quiet sounds? Can they describe how sounds are made and changed? Can they respond to different moods in music and say how a piece of music makes them feel?</p>	<p>Can they identify particular features when listening to music? Can they begin to associate sounds they hear with instruments? Can they independently identify the pulse in a piece of music and tap along? Can they listen carefully to recall short rhythmic patterns? Can they begin to recognise changes in timbre, dynamics and pitch? Are they able to recognise and name different instruments by sight? Can they evaluate and improve their own work and give reasons?</p> <p>Listening Listen to simple inter-related dimensions of music Verbally recall what they have heard with simple vocabulary - loud, soft, high, low Begin to say what they like and dislike</p>	<p>Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? Are they able to recognise a range of instruments by ear? Can they internalise the pulse in a piece of music? Can they identify the features within a piece of music?</p>	<p>Can they explain why silence is used in a piece of music and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>
Greater Depth		<p>Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p>	<p>Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p>	<p>Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?</p>	<p>Can they identify how a change in timbre can change the effect of a piece of composition?</p>

Core Language Progression

	Early Years	Key Stage One	Lower Key Stage Two
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Speaking like a musician!	Instrument Drum Tambourine Triangle Shaker Scrape Jingle Shake Bang Tap Clap Hit Tune Song Loud Quiet High Squeaky Low Fast Slow	Instruments Flute Trumpet Drum Guitar Piano Violin Xylophone Song Dance Beat Loud Quiet Fast Beat Pulse Slow High Low Melody	Tempo Dynamics Percussion Rhythm Patriotic Classical Folk Composer Orchestra Conductor Percussion Strings Woodwind Brass Violin Viola Cello Melody Castanet Marimba Organ Pitch Octave Crochet Minim Semibreve Rest Treble Clef Bass Scale Unison Solo Major Minor Key Flat Sharp
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