**Woburn Lower School.**

**Our aim for music education through the Key Stages.**

This is our school’s journey, explaining how our children are going to learn and progress in their musical journey as they progress through the school.

**Progression of singing.**

| **Owls** | **Squirrels** | **Badgers** |
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| To use singing throughout the day, integrating it into many subject areas to aid learning. | To use singing throughout the day, integrating it into many subject areas to aid learning.  To be able to sing a call and response song. | To use singing throughout the day, integrating it into many subject areas to aid learning.  Using our own Times Table Songs.  To be able to sing back a class and response song, and to add in own lyrics.  GD to create own tune and lyrics for a call and response song. |
| To sing in class and also to be able to “perform” as a group in school assemblies and in front of parents as an audience.  To be able to articulate clearly, to be able to display an understanding of singing in tune, and with rhythm. | To sing as part of a performance, singing from memory and using appropriate actions and dynamics. | To be able to sing within a performance showing use of dynamics, rhythm, pitch and control of breathing.  GD to be able to sing a duet, solo.  To be able to sing 2 part harmony. |

**Progression of rhythm**

| **Owls** | **Squirrels** | **Badgers** |
| --- | --- | --- |
| To be able to clap a simple rhythm with an adult leading. | To be able to clap back simple rhythms and create simple 4 count rhythms.  Begin to use Ta tee etc. | To compose and perform simple rhythms using words “fish and chips” and ta tee tiri riri etc.  To understand and start to use symbols for rhythm. Crotchet, quavers etc. |
| To explore how a range of instruments can be used to create different rhythms.  To understand that silence is also a “beat”.  To beagle to clap a rhythm and then tap out a rhythm. | To use untuned percussion to tap out a beat.  To play a call and response beat.  To be able to play different “sounds” on an instrument by understanding that striking it in different places will alter the sound. | To be able to play a rhythm on both untuned and tuned percussion.  To be able to compose 8 beat rhythms, adding words and phrases, to perform as a round.  To be able to explain how a sound is made on a specific instrument. |
|  |  | GD to be able to write down a composition with appropriate accuracy, adding dynamic. |

**Progression on Musical appreciation.**

| **Owls** | **Squirrels** | **Badgers** |
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| To listen to a range of different genres of music and to discuss likes and dislikes. | To be able to draw and paint to music, using either the ostinato, or to create the images that the music inspires. | To draw to music and be able to discuss why they drew what they did. To discuss why they prefer one piece of music to another, to talk about how the rhythm of a piece alters their drawing. |
|  |  | GD To be able to compare and contrast different pieces of music that they have listened to. |
| To understand that music can be played “live” that it is not just a sound on the screen. | To realise that music is played all over the world using so many different instruments, that it is linked to culture and heritage. | To explore the history of music and how and why it has changed over time. |