

Woburn Lower School



Music Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4
	<p>EA & D</p> <p>To sing a few familiar songs.</p> <p>To imitate movement in response to music.</p> <p>To tap out simple repeated rhythms.</p> <p>To explore and learn how sounds can be changed (EUMM 30-50+)</p> <p>To develop a preference for forms of expression.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>To sing to self and make up simple songs.</p> <p>To make up rhythms.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words (BI 30-50+)</p> <p>To begin to build a repertoire of songs and dances.</p> <p>To explore the different sounds of instruments. (EUMM 40-60+)</p> <p>To create simple representations of events, people and objects. (BI 40-60+)</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EUMM- ELGs)</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They</p>	<p>KS1</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>KS2</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	

<p>represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.(BI – ELGs)</p> <p>UTW To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.(T – ELGs)</p>					
	EYFS	Year 1	Year 2	Year 3	Year 4
Performing	<p>Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they experiment with creating sounds with different instruments?</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>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</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</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</p>

		<p>Listening Respond to different moods of music, in different ways.</p>	<p>patterns keeping a steady pulse?</p>	<p>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 Recognise differences between music of different times and cultures</p>	<p>dimensions of music are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between Lyrics and melodies.</p>
Greater Depth	Can they perform a rhythm?	Can they perform a rhythm to a steady pulse?	<p>Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse.</p>	Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	Can they use selected pitches simultaneously to produce simple harmony?
Composing	Can they make a range of sounds with their	Can they make a range of sounds with their	Can they order sounds to create a beginning,	Can they create repeated patterns	Can they use notations to record

	<p>voice?</p> <p>Can they make a range of sounds with instruments?</p> <p>Can they represent sounds pictorially?</p>	<p>voice?</p> <p>Can they make a range of sounds with instruments?</p> <p>Can they identify changes in sounds?</p> <p>Can they tell the difference between long and short sounds?</p> <p>Can they represent sounds pictorially?</p> <p>Can they make a sequence of sounds for a purpose?</p>	<p>middle and end?</p> <p>Can they represent sounds pictorially with increasing relevance?</p> <p>Can they choose sounds to achieve an effect (including use of technology)?</p> <p>Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</p> <p>Can they create short, rhythmic patterns – sequences of long and short sounds?</p> <p>Are they selective in the control used on an instrument in order to create an intended effect?</p> <p>Can they create their own symbols to represent sounds?</p> <p>Can they choose sounds to create an effect on the listener?</p>	<p>using a range of instruments?</p> <p>Can they combine different sounds to create a specific mood or feeling?</p> <p>Do they understand how the use of tempo can provide contrast within a piece of music?</p> <p>Can they begin to read and write musical notation?</p> <p>Can they effectively choose, order, combine and control sounds to create different textures?</p> <p>Can they use silent beats for effect (rests)?</p> <p>Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</p>	<p>and interpret sequences of pitches?</p> <p>Can they use notations to record compositions in a small group or on their own?</p> <p>Can they use notation in a performance?</p>
Greater Depth	Can they begin to sequence sounds to create a rhythm or	Can they repeat (short rhythmic and melodic) patterns?	Can they use simple structures (e.g. repetition and order) in	Can they create accompaniments for melodies?	Can they explore and use sets of pitches, e.g. 4 or 5 note

	<p>beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</p>	<p>Can they give a reason for choosing an instrument?</p>	<p>a piece of music? Do they know that phrases are where we breathe in a song?</p>	<p>Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats?</p>	<p>scales? Can they show how they can use dynamics to provide contrast?</p>
<p>Appraising</p>	<p>Can they say if they like or dislike a piece of music? Can they identify and distinguish environmental sounds? Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) Can they begin to express how music makes them feel</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 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</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?</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?</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>

		<p>piece of music makes them feel?</p>	<p>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 identify the features within a piece of music?</p>	
<p>Greater Depth</p>	<p>Can they identify reasons why they like some music more than others?</p>	<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>

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Core Language Progression

	Early Years	Key Stage One	Lower Key Stage Two
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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