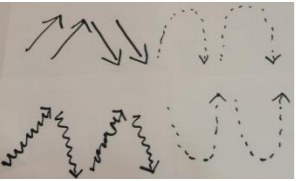


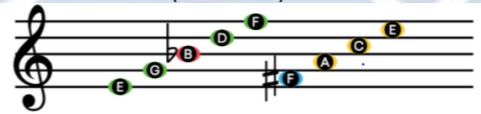




**Woodseaves Music Progression EYFS – Y6**

Early Learning Goals and National Curriculum Links				
<b>National Curriculum Content</b>	<p><b>EYFS</b> Pupils should be taught through the Early Learning Goals of:</p> <ul style="list-style-type: none"> <li>Expressive Arts and Design, to be expressive and imaginative</li> <li>Personal, Social and Emotional Development to build good relationships with adults and their peers</li> <li>Physical Development, to improve gross and fine motor skills</li> <li>Communication and Language, to Speak, listen, attend and understand.</li> </ul>	<p><b>KEY STAGE 1</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Use technology to support learning where appropriate.</li> </ul>	<p><b>KEY STAGE 2</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control.</li> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> <li>Use technology to support learning where appropriate.</li> </ul>
	<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<b>Performing</b>	<p><i>ELG – Expressive Art and Design (EAD): being expressive and imaginative</i></p> <ul style="list-style-type: none"> <li>I can sing well known nursery rhymes</li> <li>I can sing some familiar songs and keep to the beat of the music.</li> <li>I can perform songs, rhymes, poems and stories alone and with others</li> <li>I can try to move in time with music</li> </ul> <p><i>ELG – Personal, Social, Emotional Development (PSED): building relationships</i></p> <ul style="list-style-type: none"> <li>I can work with others in a group</li> <li>I can play with others, take turns and share</li> </ul> <p><i>ELG – Physical Development (PD): gross motor</i></p> <ul style="list-style-type: none"> <li>control a combination of movements with fluency and ease.</li> </ul> <p><i>fine motor</i></p> <ul style="list-style-type: none"> <li>use a range of tools e.g. musical instruments effectively</li> </ul>	<ul style="list-style-type: none"> <li>Explore making different sounds with the voice and instruments.</li> <li>Beginning to move in time to a pulse</li> <li>Sing and chant songs and rhymes in unison.</li> <li>Start and stop at the appropriate time.</li> <li>Follow a leader when performing as a group.</li> <li>Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>Perform a simple melody using voice and/or instruments.</li> <li>Perform with a strong sense of pulse.</li> <li>Start to understand the difference between pulse and rhythm.</li> <li>Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>Play simple rhythms.</li> <li>Sing in tune within a limited pitch range up to an octave.</li> <li>Develop an awareness of diction when singing.</li> <li>Sing/chant in unison and with a simple second part.</li> <li>As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>Perform and interpret a piece using simple notation.</li> <li>Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>Rehearse and perform what has been learnt as part of an ensemble, starting and ending together and following a conductor more accurately and with greater confidence.</li> <li>Show a growing awareness of the audience, realising that performance can influence how music is presented.</li> <li>Communicate ideas and feelings through musical demonstration with growing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>Demonstrate the difference between pulse and rhythm.</li> <li>Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>Can direct others to start and stop using gestures.</li> <li>Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> <li>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> <li>Work together and perform (with accuracy and confidence) what has been learnt, improvisations and compositions as part of an ensemble, following a conductor.</li> <li>Show a greater awareness of the audience through performance.</li> <li>Present a musical performance to an audience, demonstrating the historic, stylistic knowledge and understanding of the piece</li> </ul>	<ul style="list-style-type: none"> <li>Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</li> <li>When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>Use the interrelated dimensions of music when singing and playing.</li> <li>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>Understand and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>Present a musical performance of a song/piece of music to an audience, demonstrating a confident awareness of the historic, stylistic knowledge and understanding of the song/piece, through performance.</li> <li>Perform (with accuracy and confidence) what you have learnt to an audience. Play an instrument, own compositions and improvise part of this performance.</li> </ul>
<b>Composition and Improvisation</b>	<p><i>ELG - Expressive Art and Design (EAD): being expressive and imaginative</i></p> <ul style="list-style-type: none"> <li>I can invent, adapt and recount narratives, songs and stories with my friends and adults.</li> <li>I can invent my own stories which include character, story plots and setting of the story.</li> <li>I can pitch match to songs without words.</li> </ul> <p><i>ELG – Personal, Social, Emotional Development (PSED): managing self</i></p> <ul style="list-style-type: none"> <li>I can try new activities</li> <li>I can show resilience and perseverance when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>Add sound effects to a story.</li> <li>Make a piece of music to illustrate a character or mood.</li> <li>Understand simple graphic notation – one sign for a sound or group of sounds.</li> <li>Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>Improvise a rhythm/sound over a given number of beats.</li> <li>Begin to recognise how music will fit a topic/theme.</li> <li>Experiment with different timbres to create effects.</li> <li>Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>Respond to music through movement.</li> <li>Notate a composition using simple graphic notation.</li> <li>Understand that music can be notated in different ways.</li> <li>Create compositions using three notes</li> <li>When composing, show a simple understanding of dynamics, pitch and tempo</li> <li>Record compositions through pictorial notation and video.</li> <li>Make links between shape and pitch e.g. using pictorial/written notations</li> </ul>	<ul style="list-style-type: none"> <li>Make four-bar rhythms in groups, pairs or individually.</li> <li>Contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>Understand how changes in pitch can be shown on a graphic score.</li> <li>Understand graphic scores and how more than one sound can play at a time to create texture.</li> <li>Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> <li>Compose more complex melodies ( using three notes).</li> <li>Construct a piece with a simple structure (e.g. Binary or Ternary).</li> <li>Improvise with increasing confidence (e.g. using 3 notes).</li> <li>Can add own words to an existing tune to make a new song.</li> <li>Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>Add pitch names to rhythmic notation to make more complex melodies</li> <li>Begin to show an awareness of how changes in pitch can be shown on a staff.</li> <li>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</li> <li>Continue to show a more secure understanding of the interrelated dimensions of music including pulse, rhythm, pitch, tempo and dynamics.</li> <li>Recognise the link between shape/ a written melody and pitch in a way it will be remembered.</li> </ul>	<ul style="list-style-type: none"> <li>Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>Musically/verbally demonstrate a more secure awareness of the link between shape and pitch, using notations</li> <li>Begin to compose using conventional notation for rhythms and/or pitch.</li> <li>Create more complex rhythms/melodies (progressing to include five notes) and lead others.</li> <li>Use voice, sounds, technology and instruments in creative ways.</li> <li>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</li> <li>Works independently within a group composition showing thought in selection of instruments and playing techniques,</li> <li>Musically/verbally demonstrate a more secure awareness of the link between shape and pitch, using notations</li> <li>Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</li> <li>Create more complex rhythms/melodies (to include five notes) and lead others.</li> <li>Use voice, sounds, technology and instruments in creative ways.</li> <li>Continue to musically demonstrate an understanding and use of all the interrelated dimensions of music.</li> </ul>
<b>Composition – Notation</b>				
	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>	

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<p><b>How to notate compositions (rhythms/melodies)</b></p> <p>Notate compositions creatively using technology e.g. Purple Mash, Garage Band</p>	<p>Draw composition in the air/with chalk to show pitch/tempo.</p> <p>Draw musical map (score) of composition showing changing pitch, duration and tempo :</p>  <p>Rhythm grids/sequencing shapes or symbols to show note values/duration :</p> 	<p>Write down composition showing different note values :</p>  <p>Show note names (not values) on staff.</p> 	<p>Show different note values (durations) on a staff.</p>  <p>Progression to accurate musical notation :</p> <ol style="list-style-type: none"> <li>Duration of notes are shown with correct note values.</li> <li>Notes are positioned correctly on a staff (representing the note letter).</li> <li>Show different pitches on a staff (linking shape of melody to pitch):</li> </ol> 	
	<p><b>EYFS:</b></p>	<p><b>Key Stage One</b></p>	<p><b>Lower Key Stage Two</b></p>	<p><b>Upper Key Stage Two</b></p>
<p><b>Aural Awareness</b></p>	<p><i>ELG – Communication and language (CL): Listening, Attending and Understanding</i></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and experiment with vocal and instrumental sounds.</li> <li>Copy back simple rhythmic patterns and melodies.</li> <li>Recognise duration as being long or short.</li> <li>Recognise pitch as high or low.</li> <li>Recognise different articulations e.g. smooth and detached.</li> <li>Feel if the tempo is fast or slow by responding to the pulse.</li> <li>Recognise differences in dynamics as loud or soft.</li> <li>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>Sing and recognise simple melodic shapes and patterns.</li> <li>Take a lead in activities that involve imitation or call and response.</li> <li>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>Continue to demonstrate how to find and internalise the pulse with greater confidence.</li> <li>Identify simple style indicators and different instruments.</li> <li>Use musical language with growing confidence to describe music and feelings towards it, respecting the opinions of others.</li> <li>Have a growing confidence in understanding the simple dimensions of music (pulse, rhythm, pitch) through discussion and movement, and how they work together.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>Discuss music using accurate musical language more often.</li> <li>Continue to develop a more secure understanding of how dimensions of music fit together, including pulse, rhythm, pitch, tempo and dynamics.</li> <li>Continue to listen to and respect others ideas about music.</li> <li>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>Recognise different metres (e.g. 2, 3 or 4 time).</li> <li>Continue to develop a deeper understanding of musical styles through learning about style indicators and instruments played.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to find the pulse of music confidently and innately.</li> <li>Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</li> <li>Identify musical styles through learning about their style indicators and the instruments played in greater depth.</li> <li>Compare and discuss differences in performances of the same piece of music.</li> <li>Recognise a variety of metres.</li> <li>Use musical language accurately, consistently and with confidence to discuss various music.</li> <li>Compare and discuss differences in performances of the same piece of music.</li> <li>Begin to recognise a variety of metres.</li> <li>Find the pulse of music confidently and innately.</li> <li>Explain/give examples of, and show how pulse, rhythm and pitch link together; include tempo, dynamics, timbre, texture and structure.</li> </ul>
<p><b>Reflecting and Evaluating</b></p>	<p><i>ELG – Communication and Language (CL): Speaking</i></p> <ul style="list-style-type: none"> <li>Take part in whole class and group discussions</li> <li>Explain why things happen/ might happen</li> <li>Use vocabulary from stories, non-fiction, rhyme and poems</li> <li>Express ideas and feelings</li> <li>I can use full sentences using past, present and future tenses</li> <li>I can use conjunctions (with support and modelling) to connect my ideas</li> <li>I can learn and retell stories, rhymes, poems and songs.</li> </ul> <p><i>ELG – Expressive Arts and Design (EAD): being expressive and imaginative</i></p> <ul style="list-style-type: none"> <li>I can talk about how a song makes me feel and why.</li> </ul>	<ul style="list-style-type: none"> <li>Describe music and sounds in simple terms.</li> <li>Talk about how the music makes them feel and why.</li> <li>Talk about own and peers’ work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> <li>Watch a recording and discuss the performance, offering feedback to others beginning to use musical language</li> </ul>	<ul style="list-style-type: none"> <li>Make constructive comments on own and others’ music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>Ask questions about music in other cultures and traditions.</li> <li>Watch a recording and discuss performance with thoughtful comments and feedback and dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Discuss music in subjective and objective terms using musical vocabulary.</li> <li>Make constructive and refined comments on own and others’ music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li> </ul>

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<p><b>Key Vocabulary of the interrelated dimensions of music</b></p>	<p><b>These terms will be used repeatedly and built upon during children's learning from EYFS to the end of KS2</b></p> <p>Pulse – the regular heartbeat of the music; its steady beat.  Rhythm – long and short sounds or patterns that happen over the pulse.  Pitch – high and low sounds.  Tempo – the speed of the music; fast or slow or in between.  Dynamics – how loud or quiet the music is.  Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality from a violin  Texture – layers of sound. Layers of sound working together make music very interesting to listen to.  Structure – every piece of music has a structure e.g. an introduction, verse and chorus and ending.  Notation – the link between sound and symbol.</p>			
<p><b>Key Vocabulary</b></p>	<p>Pulse  Pitch  Rhythm  High  Low</p>	<p>pulse  pitch  rhythm  improvise  compose  audience  question and answer  melody  dynamics  tempo  perform/performance  singers  audience  imagination</p>	<p>structure  intro/introduction  verse  chorus  improvise  compose  melody  pulse  rhythm  pitch  tempo  dynamics  hook  texture  structure  riff  solo  pentatonic scale  unison  rhythm patterns  musical style  lyrics  choreography  notation  backing vocals</p>	<p>bridge  chorus  riff  hook  improvise  compose  appraising  structure  tune/head,  not values  not names  solo  ballad  verse  interlude  tag ending  cover  bassline  style indicators  melody  compose  improvise/improvisation  cover  pulse  rhythm  pitch  tempo  dynamics  timbre  texture  structure  dimensions of music  hook  riff  solo  by ear  ostinato  phrases  unison  harmony</p>

