

WPS Music Progression Map

EYFS Statutory Framework for music

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music

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| Listening & Responding | Respond to music through movement To communicate the emotional effect of music (e.g. through words 'This is happy/sad/funny music' or facial expression) |
| Composing & Improvising | Add appropriate sounds to a story |
| Singing | Enjoy singing Join in with singing know nursery rhymes, new songs and rhymes using simple actions |
| Playing | Play simple untuned and tuned percussion instruments, knowing when to start and stop Handle and play untuned percussion instruments effectively to the pulse and repeat a simple rhythm pattern with confidence Play softly or loudly by following simple hand instructions Have respect for musical instruments |
| KEY VOCABULARY – EYFS Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, play, stop, move, voice, soft sounds, loud sounds | |

National Curriculum Subject Content for Music – KS1

- Use voices expressively and creatively, singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create and combine sounds

| | Year 1 | Year 2 |
|-------------------------|---|---|
| Listening & Responding | Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 3 instruments by name and sound | Show (through movement) and describe how elements change (e.g. music gets faster or louder) Begin to show and awareness of different genres (e.g. Where might we hear this music? Lullaby, party, festival) Identify where elements change (e.g. music gets faster or louder) |
| Composing & Improvising | Make simple musical choices in response to a story or topic e.g., type of sound, how loud, fast, and when to play | Create a simple short repeating musical idea Choose suitable instruments to represent objects /moods/feelings Create a simple rhythmic part with others playing (e.g. ostinato, drone) |
| Singing | Enjoy singing with others Sing in unison with a small range of notes Show good posture Develop good breath control Sing with a steady pulse | Sing loudly and softly with control Sing back simple melodic idea Sing broadly in tune Sing with expression and communicate context of song |
| Playing | Keep a steady pulse with some accuracy, (e.g. through tapping, clapping, marching, playing) Follow simple instructions of how and when to play Play and control long and short, loud and soft and high and low sounds Clap/play syllables of words Copy back simple rhythms Play and explore a variety of classroom instruments | Join in and stop as indicated Respond to musical cues (e.g. loud, soft, fast, slow) Repeat longer rhythmic patterns Clap back a different simple rhythm Respond to and understand a basic form of pitch and rhythm notation (e.g. simple traditional notation, graphic notation) Play on pitched an unpitched instruments with appropriate technique Show awareness and blend with others when performing |

KEY VOCABULARY – KS1

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, audience, imagination, glockenspiel, question and answer, dynamics, tempo, rock, reggae, echo

| National Curriculum Subject Content for Music – Lower KS2 | | |
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| <ul style="list-style-type: none"> • Play and perform in a) solo and b) ensemble contexts, using voices and instruments. • Improvise and compose. • Use and understand a) staff and b) other notations. • Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians. • Have an understanding of the history of music. | | |
| | Year 3 | Year 4 |
| Listening & Responding | Describe a single piece in terms of tempo, dynamics and mood Identify simple structures (repeating melody, introduction, verse/chorus) Start to identify simple genres e.g. pop, folk, classical, rap, Bhangra Identify classroom instruments and describe their timbre Identify the difference between pitched and non-pitched instruments | Identify and describe different textures, e.g. solo, duet Describe and compare different pieces of music in terms of history, culture and purpose Listen to music with simple chords and finger picking styles |
| Composing & Improvising | Improvise freely using 3 given notes Clap back a different simple rhythm Create a simple rhythmic passage Create and play a simple graphic score on a theme Create a soundscape or story – include, pitch, tempo and a start/ending | Improvise strum patterns in time using given chords |
| Singing | Sing with appropriate phrasing/breathing Sing with a larger range of notes Sing in two parts (e.g. a round in a large group) Sing with clear diction Sing songs from different musical genres/cultures (e.g. rock, folk, traditional, historical, lullaby, African chant, Gospel, Raga, Hymns) | Sing with even tone across the dynamic range with clear open vowels Sing with facial expression and good posture Sing & play simple accompaniment Show awareness and blend with others when singing Demonstrate good performance technique (entry, posture, acknowledgement of audience etc.) |
| Playing | Keep a steady pulse Play simple rhythms from traditional notation/graphic notation Demonstrate the difference between pulse and rhythm Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score Show awareness and blend with others when performing | Hold instrument correctly Use different playing techniques Self-correct when going out of time Play a selection of simple chords Move between a number of simple chord shapes Follow a conductor adapting to changes in dynamics and tempo |
| KEY VOCABULARY – LOWER KS2 Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, melody, introduction, verse, chorus, backing vocals, hook, riff, reggae, solo, unison by ear, by ear, notation, chord, picking | | |

| National Curriculum Subject Content for Music – Upper KS2 | | |
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| <ul style="list-style-type: none"> • Play and perform in a) solo and b) ensemble contexts, using voices and instruments. • Improvise and compose. • Use and understand a) staff and b) other notations. • Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians. • Have an understanding of the history of music. | | |
| | Year 5 | Year 6 |
| Listening & Responding | Identify a wider range of orchestral and non-orchestral instruments by name sight and sound Listen to and discuss a range of non-western styles (e.g. Chinese, Indian, African) Compare 2 versions of the same song/music and discuss instruments, tempo Show awareness of simple chord changes and harmony | Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.) Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) Begin to use appropriate musical vocabulary to describe particular characteristics (e.g. chords, staccato, forte, riff, bassline) Demonstrate an awareness of the historical development of music Critique own and others' work, offering specific comments and justifying these |
| Composing & Improvising | Improvise with call and response ideas Improvise and compose using pentatonic notes over a drone or chord pattern Compose a simple chord sequence Compose a rap with an accompanying rhythm Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo. This could be in response to story, poem, picture etc. | Improvise freely using given notes within a structure Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with more than one section |
| Singing | Sing with a range of an octave or more Make adjustments to intonation Breathe without interrupting the musical line Sing songs in two parts that have contrasting melodies and countermelodies | Maintain good intonation through whole song Have access to follow music using simple traditional notation Sing with confidence and good communication as a soloist or in a small group Convey the meaning and the context of the song with dramatic interpretation Show and understanding of the etiquette of performance and communicate with confidence to an audience |
| Playing | Play longer and more complex rhythms in different metres Play a melody with 'step by step' movement, small leaps and repetition Discuss and refine performances, deciding on appropriate tempo and dynamic Experiment with taking control of tempo and dynamics in group playing | Play from more complex notations including pitch, dynamic, rhythm and expressive contexts Play more complex rhythms Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation Make choices about appropriate blending in an ensemble Show and understand the etiquette of performance and communicate with confidence to an audience |
| KEY VOCABULARY – UPPER KS2 Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise, compose, bossa nova, syncopation, structure, swing, tune/head, note values, note names, big bands, solo ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, timbre, old-school hip hop, rap, synthesizer, deck, backing loops, funk, scratching, unison, neo soul, producer, groove, motown, hook, turntablist, DJing, producer, electronic and acoustic music. | | |

