



Wavendon Gate School Whole School Music Progression 2022-2023

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical language	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can identify and describe feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	2b: I can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	3c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.



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Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
• Understanding and applying the concepts	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
• Creating melody according to guidelines			2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I



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					should aim to be able to read at least the simplest part of the piece).	should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.
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Area 3: Developing Performance Awareness and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	From 2e: (When introducing the performance):	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:



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<ul style="list-style-type: none"> Reflecting upon preparation and the context of the piece itself 	<p>2e: I can introduce my performance(s).</p>	<p>2e: I can introduce my performance(s).</p>	<ul style="list-style-type: none"> I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections. 	<ul style="list-style-type: none"> I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
<ul style="list-style-type: none"> Connecting to the Social Theme 	<p>Any connection I make to the Social Theme is an added bonus.</p>	<ul style="list-style-type: none"> Any connection I make to the Social Theme is an added bonus. 	<ul style="list-style-type: none"> I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> I can understand and make connections between the music encountered and the Social Theme. 	<ul style="list-style-type: none"> I can understand and make connections between the music encountered and the Social Theme.
<ul style="list-style-type: none"> Understanding and applying learning from the Musical Spotlight 			<ul style="list-style-type: none"> I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> I can understand and apply learning from the Musical Spotlight. 	<ul style="list-style-type: none"> I can understand and apply learning from the Musical Spotlight.



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Pulse / Beat / Metre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Watch and follow a steady beat.</p> <p>Find a steady beat.</p> <p>Recognise the time signature 4/4 by ear and notation.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p>	<p>Recognise and move in time with the beat.</p> <p>Play the steady beat on percussion instruments.</p> <p>Recognise the 'strong' beat.</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise and move in time with a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Identify syncopation and swing.</p>



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Rhythm

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and clap long sounds, short sounds and simple combinations.</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p>	<p>Recognise long and short sounds, and match them to syllables and movement.</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests.</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</p> <p>Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers.</p> <p>Understand and explain the difference between beat and rhythm.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, dotted crotchets, crotchets, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, crotchets, quavers, semiquavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>



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Pitch (Melody)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise, sing and play high and low-pitched notes.</p> <p>Explore singing and playing C, D, and E from the C major scale.</p> <p>Explore singing and playing F, G, and A from the F major scale.</p>	<p>Identify the high notes and low notes in a melody.</p> <p>Join in with part of a melody.</p> <p>Rehearse and play a simple instrumental melody as a part to go with a song.</p> <p>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p> <p>Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p> <p>Identify and play by ear or notation notes in the tonality of C major.</p>	<p>Show the shape of a melody as rising and falling in pitch.</p> <p>Learn to sing a melody by ear or from notation.</p> <p>Learn to rehearse and play a melodic instrumental part by ear or from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, F, F#, G, A, B, Bb, C.</p> <p>Identify the scales of: C major G major F major</p> <p>Identify if a scale is major or minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Explore and play by ear or from notation: • Five-note scale • Pentatonic scale</p>	<p>Identify and explain what a melody is.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Understand melodic movement up and down as pitch.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: C major, F major, G major, A minor.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p>	<p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: C major, F major, D minor, G major, Eb major, C minor.</p> <p>Copy simple melodies by ear or from reading notation.</p>	<p>Identify major and minor tonality by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D.</p> <p>Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major.</p> <p>Identify an interval of a major triad: 3rd, 5th.</p> <p>Identify an octave by ear or notation.</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Use chords C, F, G and A minor by ear or from notation.</p> <p>Identify the tonal centres of: A minor, G major, D major, D minor, F major.</p> <p>Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.</p>



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			<p>Identify and talk about the way vocals are used in a song.</p> <p>Identify and explain:</p> <ul style="list-style-type: none">• Harmony: two or more notes heard at the same time• Second part: a second musical part, usually a melodic line, that creates harmony. <p>Explore chords I, IV and V in instrumental accompaniments.</p> <p>Explore intervals of 3rd, 5th and octaves.</p> <p>Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor.</p> <p>Identify and demonstrate a major and minor scale.</p>	<p>Create melodies by ear and notate them.</p> <p>Add new chords II and VI from a given tonality.</p> <p>Identify tone by ear or from notation.</p> <p>Identify intervals 3rd, 5th and 7th.</p> <p>Identify the tonal centres of: C major and C minor, F major, D minor and D major, E^b major.</p> <p>Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale.</p>	
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Tempo

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p> <p>Recognise an effective use of tempo at the end of a song.</p>



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Dynamics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about loud sounds and quiet sounds, and give some examples.</p>	<p>Identify loud and quiet sections of music, and discuss what makes the music loud or quiet.</p> <p>Understand the meaning of loud and quiet (forte and piano).</p>	<p>Listen out and respond to forte (loud) sections of music.</p> <p>Identify instruments playing loud dynamics when listening to the music.</p> <p>Use dynamics to help communicate the meaning of a song.</p>	<p>Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</p>	<p>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p>	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p>Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</p> <p>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p>



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Timbre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify different sounds in the environment, indoors and outside.</p> <p>Identify the sounds of the instruments played in school.</p> <p>Identify some of the sounds of the instruments heard when listening to music.</p>	<p>Know the difference between a speaking voice and a singing voice.</p> <p>Identify friends from the sound of their voices.</p>	<p>Choose particular instruments for rehearsal and performing.</p> <p>Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar.</p> <p>Recognise the difference between the sound of high and low voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group <p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.</p> <p>Recognise the difference between the sound of high and low voices.</p> <p>Recognise tone colour and rapping.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Pop group • A Cappella group • Gospel choir <p>Identify instruments that add particular colour to a song or piece of music.</p> <p>Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.



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Texture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing together.</p> <p>Listen out for combinations of instruments together.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments.</p> <p>Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing.</p> <p>Listen out for solo players.</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>	<p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Identify changes in texture.</p> <p>Talk about the different textures created by intervals and chords.</p>	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>



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Structure (Form)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Add movement to key sections of a song.</p> <p>Understand when to sing in a verse and a chorus.</p>	<p>Join in with a repeated section of a song: the chorus, the response.</p> <p>Join in with the main tune when it is repeated.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasise the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>