

## Wingrove Music Knowledge and Skills Progression Map – Subject Leader Overview

Key Objectives Based on National Curriculum	Year	Listen and appraise	Musical Activities				Perform and share	Term and Unit Covered
			Games	Singing	Playing Instruments	Improvisation/Composition		
<p><b>KS1</b></p> <p>To use their voices expressively and creatively</p> <p>To play tuned and un-tuned instruments musically</p> <p>To listen with concentration and understanding to a range of music</p> <p>To experiment with, create, select, and</p>	1	<p>I can listen to a variety of musical styles from different times, traditions and composers and begin to recognise instruments and basic style indicators.</p> <p>I am beginning to use musical language in discussions.</p>	<p>I can copy back simple rhythms</p> <p>I can find the pulse</p> <p>I can copy back pitch patterns</p>	<p>I know why I need to warm up my voice</p> <p>I can join in and stop as appropriate (following a leader/conductor)</p> <p>I can perform with pulse and rhythm</p>	<p>I can treat my instrument with respect</p> <p>I can be/follow the conductor</p>	<p>I can clap/sing and improvise simple rhythmic patterns</p> <p>I can copy back with my voice or when clapping</p> <p>I can question and answer using my voice or when clapping</p>	<p>I can perform with my friends together in an ensemble/band.</p>	

<p>combine sounds using the inter-related dimensions of music*</p>	<p>2</p>	<p>I can recognise basic style indicators and instruments</p> <p>I can use musical vocabulary to talk about music and my feelings, in thoughtful discussion</p> <p>I can understand the basic structure of music, eg. Verse-chorus-verse</p>	<p>I can copy back rhythms with increased accuracy</p> <p>I can find the pulse independently</p> <p>I can copy back pitch patterns with more confidence</p>	<p>I can sing with diction</p> <p>I know how lyrics and melody should be interpreted</p>	<p>I can play differentiated parts, moving between them</p>	<p>I can question and answer using voices/instruments</p> <p>I can copy back using voices/instruments</p> <p>I can improvise using my voice or clapping</p>	<p>I understand why practise is important</p> <p>I can watch a recording of a performance to give constructive feedback</p> <p>I can show awareness of my audience</p>	
<p><b>KS2</b></p> <p>To play and perform in solo and ensemble contexts, vocally and instrumentally, with increasing accuracy,</p>	<p>3</p>	<p>I enjoy listening to a range of music. I can sometimes place music in the historical context by starting to recognise different style indicators and different</p>	<p>I can find the pulse on my own and demonstrate the 'musical heartbeat' using my own movements</p>	<p>I enjoy singing in an ensemble/ group</p> <p>I understand the importance of warming up</p>	<p>I enjoy playing my instrument; I can use it to play tunes, improvise and compose</p>	<p>I can explain what improvisation is and feel confident creating melodies with my voice/ Instrument on my own or in a group</p>	<p>I can explain why we work together and how</p> <p>I am confident in my role within a performance</p>	

<p>fluency, control and expression</p> <p>To 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>▷</p>	<p>instruments and their sounds.</p> <p>I can find the pulse through movement when listening to music and I can explain that pulse is the 'musical heartbeat'.</p> <p>I am using more music vocabulary to describe music and my feelings towards it. I can also listen with respect to other people's ideas and feelings.</p>	<p>I understand and can demonstrate how pulse, rhythm and pitch work together to create a song</p> <p>I feel confident creating my own rhythms and improvising melodies with my voice</p>	<p>my voice to keep it safe</p> <p>I understand that when I sing, I need to know what the song is about</p> <p>I feel the pulse when I sing</p> <p>I have had the chance to be a leader of my group</p>	<p>I am happy playing different parts by ear/using notation</p> <p>I enjoy playing in a group and on my own. I can play a different part to others</p>	<p>I am confident using up to 5 notes when composing on my own or in a group</p> <p>I can record my composition</p> <p>I can make my composition more interesting using the interrelated dimensions of music</p>	<p>I can explain why it's important to understand our audience</p>	
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<p>Appreciate and understand a wide range of music from different traditions, composers/musicians</p> <p>Develop an understanding of the history of music.</p>	<p>5</p>	<p>I can find and internalise the pulse using movement.</p> <p>I can recognise/identify different style indicators and different instruments and their sounds with confidence</p> <p>I can use correct musical language consistently to describe music</p> <p>I can discuss other dimensions of music and how they fit into the music you are listening to.</p>	<p>I can do rhythm and pitch 'Copy Back' using one, two or three notes</p> <p>I can do Question and Answer using one, two or three notes</p>	<p>I can sing together with my classmates with confidence, with increasingly difficult melodies and words, sometimes in two parts.</p>	<p>I can demonstrate musical quality and play an independent part</p> <p>I can play with accuracy and fluency as a soloist or in an ensemble</p>	<p>I can create more complex melodies</p> <p>I can record compositions in an appropriate way (pictorially, using ICT or formal notation)</p>	<p>I can sing, play and improvise with increasing skill, confidence and accuracy</p>	
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	9	<p>I can find and internalise the pulse</p> <p>I can appropriately and confidently discuss other dimensions of music</p>	<p>I have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are 'sprinkled' through songs/music.</p>	<p>I understand how important it is that we warm up our voices, have correct posture, breathing and voice projection.</p>	<p>I can play and perform in solo and ensemble contexts, with increasing accuracy, fluency and maintaining an appropriate pulse.</p> <p>I can demonstrate musical quality and technical accuracy</p> <p>I can maintain and independent part in a small group.</p>			
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\*The inter-related dimensions of music:

Pulse, rhythm, pitch, dynamics, texture, timbre, structure, tempo, notation