

Making Musical Progress at Woodford- A Whole School Overview

	Stage 1	Stage 2	Stage 3	Stage 4	
Pulse and Rhythm	Keep a steady pulse with some accuracy	Keep a steady pulse and simple rhythms accurately	Play pulse and rhythms confidently and fluently, including holding a part in a small group	Perform pieces with several layers of more complex rhythms accurately. Maintain a strong sense of pulse and know when going out of time	
Singing	Sing broadly in tune with a limited pitch range	Sing in tune within a limited pitch range	Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone, able to maintain a part in a large group.	Maintain an independent part in a small group with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	
Improvising/Composing	Try out and change sounds. Explore sounds and music through play.	Create simple rhythm patterns	Create simple melodies and accompaniments	Use a variety of musical devices e.g dynamics, tempo, structure when creating music.	
Listening and Responding	Comment on and respond to recordings of own voice, musical instruments	Listen with increasing concentration. Respond to main features through movement. Make statements about the music heard.	Offer comments about own and other's work to improve it. Accept feedback.	Listen to wide range of styles and genre. Share opinions and be willing to justify these.	
Notation	Suggest symbols to represent sounds	Link shape and pitch through graphic notation. Recognise and respond to basic rhythm notation- crotchet and quavers	Recognise and respond to a wider range of rhythm notation: crotchet, quavers, minim, crotchet rest and a limited range of pitched notes	Work independently from staff notation for rhythm and pitch, extending to single quaver and quaver rest.	
SEND	Commit to achieving greater access and more opportunity, and identifying and removing barriers. (Equity in music)				