

MUSIC: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE ONE LEARNING
<p><b>Expressive Arts and Design</b>  <b>Exploring and using media and materials</b>  <b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments</li> </ul> <p><b>ELG</b>  Children sing songs, make music.</p> <p><b>Being Imaginative</b>  <b>ELG</b>  They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> <li>• use 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> </ul>	<ul style="list-style-type: none"> <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> <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> </ul>

## Curriculum Skills and Progression Map

MUSIC: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> <li>• Chant</li> <li>• Fast</li> <li>• Follow</li> <li>• High</li> <li>• Instrument</li> <li>• Low</li> <li>• Loud</li> <li>• Quiet (use instead of 'soft')</li> <li>• Repeat</li> <li>• Rhythm</li> <li>• Sing</li> <li>• Slow</li> <li>• Song</li> <li>• Sounds</li> </ul>	<p>Year 1 – as EYFS plus:</p> <ul style="list-style-type: none"> <li>• beat</li> <li>• beater</li> <li>• cymbal</li> <li>• drum</li> <li>• high (sound)</li> <li>• listen</li> <li>• loud</li> <li>• low (sound)</li> <li>• perform</li> <li>• quiet</li> <li>• shaker</li> <li>• steady beat</li> <li>• tambourine</li> <li>• tempo</li> <li>• triangle</li> <li>• tune</li> <li>• voice</li> </ul> <p>Year 2 – as Year 1 plus</p> <ul style="list-style-type: none"> <li>• accompany</li> <li>• body percussion</li> <li>• chime bar</li> <li>• chord</li> <li>• claves</li> <li>• compose</li> <li>• duration</li> <li>• ostinato</li> <li>• percussion</li> <li>• phrase</li> <li>• pitch</li> </ul>	<p>Year 3 – as Key Stage One plus:</p> <ul style="list-style-type: none"> <li>• names of orchestral instruments</li> <li>• accompaniment</li> <li>• call and response</li> <li>• castanets</li> <li>• composer</li> <li>• conductor</li> <li>• drone</li> <li>• duet</li> <li>• duration</li> <li>• dynamics</li> <li>• glockenspiel</li> <li>• lyrics</li> <li>• melodic phrase</li> <li>• melody</li> <li>• orchestra</li> <li>• orchestration</li> <li>• ostinati</li> <li>• round</li> <li>• scale</li> <li>• stepwise movement</li> <li>• structure</li> <li>• theme</li> <li>• unison</li> <li>• woodblock</li> <li>• xylophone</li> </ul> <p>Year 4 – as Year 3 plus:</p> <ul style="list-style-type: none"> <li>• harmony</li> <li>• improvise</li> <li>• leaping (large interval between two notes)</li> </ul>

## Curriculum Skills and Progression Map

	<ul style="list-style-type: none"><li>• pulse</li><li>• recorder</li><li>• score</li><li>• tuned percussion</li><li>• untuned percussion</li><li>• volume</li></ul>	<ul style="list-style-type: none"><li>• pentatonic</li></ul> <p>Year 5 – as Year 4 plus:</p> <ul style="list-style-type: none"><li>• Accent</li><li>• bass</li><li>• notation</li><li>• texture</li><li>• timbre</li></ul> <p>Year 6 – as Year 5 plus:</p> <ul style="list-style-type: none"><li>• diction</li><li>• interval</li><li>• syncopation</li></ul>
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## Curriculum Skills and Progression Map

Skills Map – Music		
Early Years – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they experiment with creating sounds with different instruments?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they represent sounds pictorially?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say if they like or dislike a piece of music?</li> <li>• Can they identify and distinguish environmental sounds?</li> <li>• Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</li> <li>• Can they begin to express how music makes them feel?</li> </ul>
Early Years - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to sequence sounds to create a rhythm or beat?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify reasons why they like some music more than others?</li> </ul>

## Curriculum Skills and Progression Map

Skills Map – Music		
Year 1 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they use instruments to perform a simple piece?</li> <li>• Can they respond to musical indications about when to play or sing?</li> <li>• Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Respond to different moods of music, in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they make a sequence of sounds for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they form an opinion to express how they feel about a piece of music?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</li> <li>• Can they hear the pulse in a piece music?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they describe how sounds are made and changed?</li> <li>• Can they respond to different moods in music and say how a piece of music makes them feel?</li> </ul>
Year 1 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm to a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify what different sounds could represent and give a reason why?</li> <li>• Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>• Can they identify musical structure in a piece of music (verse, chorus etc.)?</li> </ul>

## Curriculum Skills and Progression Map

Skills Map – Music		
Year 2 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they follow the melody using their voice or an instrument?</li> <li>• Can they sing songs as an ensemble following the tune (melody) well?</li> <li>• Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>• Do they have control when playing instruments?</li> <li>• Can they perform musical patterns keeping a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they represent sounds pictorially with increasing relevance?</li> <li>• Can they choose sounds to achieve an effect (including use of technology)?</li> <li>• Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</li> <li>• Can they create short, rhythmic patterns – sequences of long and short sounds?</li> <li>• Are they selective in the control used on an instrument in order to create an intended effect?</li> <li>• Can they create their own symbols to represent sounds?</li> <li>• Can they choose sounds to create an effect on the listener?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify particular features when listening to music?</li> <li>• Can they begin to associate sounds they hear with instruments?</li> <li>• Can they independently identify the pulse in a piece of music and tap along?</li> <li>• Can they listen carefully to recall short rhythmic patterns?</li> <li>• Can they begin to recognise changes in timbre, dynamics and pitch?</li> <li>• Are they able to recognise and name different instruments by sight?</li> <li>• Can they evaluate and improve their own work and give reasons?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to simple inter-related dimensions of music</li> <li>• Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>• Begin to say what they like and dislike</li> </ul>
Year 2 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they understand the importance of a warm up?</li> <li>• Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>

## Curriculum Skills and Progression Map

Skills Map – Music		
Year 3 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Do they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>• Do they maintain a simple part within an ensemble?</li> <li>• Do they modulate and control their voice when singing and pronounce the words clearly?</li> <li>• Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</li> <li>• Can they improvise (including call and response) within a group using the voice?</li> <li>• Can they collaborate to create a piece of music?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe music using appropriate vocabulary</li> <li>• Begin to compare different kinds of music</li> <li>• Recognise differences between music of different times and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create repeated patterns using a range of instruments?</li> <li>• Can they combine different sounds to create a specific mood or feeling?</li> <li>• Do they understand how the use of tempo can provide contrast within a piece of music?</li> <li>• Can they begin to read and write musical notation?</li> <li>• Can they effectively choose, order, combine and control sounds to create different textures?</li> <li>• Can they use silent beats for effect (rests)?</li> <li>• Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</li> <li>• Can they evaluate and improve their work, explaining how it has improved using a success criterion?</li> <li>• Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</li> <li>• Are they able to recognise a range of instruments by ear?</li> <li>• Can they internalise the pulse in a piece of music?</li> <li>• Can they identify the features within a piece of music?</li> </ul>
Year 3 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create accompaniments for melodies?</li> <li>• Can they compose a simple piece of music that they can recall to use again?</li> <li>• Do they understand metre in 4 beats; then 3 beats?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise changes in sounds that move incrementally and more dramatically?</li> <li>• Can they compare repetition, contrast and variation within a piece of music?</li> </ul>

## Curriculum Skills and Progression Map

Skills Map – Music		
Year 4 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they perform a simple part of an ensemble rhythmically?</li> <li>• Can they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>• Can they improvise using repeated patterns with increasing accuracy and fluency?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe what they hear using a wider range of musical vocabulary</li> <li>• Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li> <li>• Understand the cultural and social meaning of lyrics</li> <li>• Appreciate harmonies, drone and ostinato</li> <li>• Explore ways the way in which sounds are combined towards certain effects</li> <li>• Understand the relationship between lyrics and melody</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can they use notation in a performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why silence is used in a piece of music and say what effect it has?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> </ul>
Year 4 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>



## Curriculum Skills and Progression Map

Skills Map – Music		
Year 5 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they perform ‘by ear’ and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>• Can they maintain their part whilst others are performing their part?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Discern and distinguish layers of sound and understand their combined effect</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to use standard notation?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they use technology to compose music which meets a specific criterion?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify cyclic patterns – verse and chorus, coda</li> <li>• Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they suggest improvements to their own or others’ work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they identify and begin to evaluate the features within different pieces of music?</li> <li>• Can they contrast the work of established composers and show preferences?</li> </ul>
Year 5 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of music?</li> <li>• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>

## Curriculum Skills and Progression Map

Skills Map – Music		
Year 6 – Music		
<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Can they begin to sing a harmony part?</li> <li>• Can they begin to perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• Can they perform parts from memory?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Evaluate differences in live and recorded performances</li> <li>• Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they combine groups of beats?</li> <li>• Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they...</li> <li>• Can they...</li> <li>• Can they...</li> <li>• Can they...</li> <li>• Can they...</li> </ul>
Year 6 - Greater Depth		
<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they...</li> </ul>