

MUSIC: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE ONE LEARNING
<p>Expressive Arts and Design Exploring and using media and materials 40-60 months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs • Explores the different sounds of instruments <p>ELG Children sing songs, make music.</p> <p>Being Imaginative ELG They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> • use voices expressively and creatively by 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, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

Curriculum Skills and Progression Map

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

Curriculum Skills and Progression Map

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

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

Curriculum Skills and Progression Map

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

Curriculum Skills and Progression Map

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

Curriculum Skills and Progression Map

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

Curriculum Skills and Progression Map

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

Curriculum Skills and Progression Map

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

