

Music - Skills and Knowledge Progression Map

	EYFS	Key Stage 1 (Y1/2)	Lower Key Stage 2 (Y3/4)	Upper Key Stage 2 (Y5/6)
Composing	Explore and engage in music making and dance, performing solo or in groups.	He/she can use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.	He/she can use his/her voice and copy a given scale.	He/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.
		He/she can use his/her voice to do: humming, whispers, whistles.	He/she can compose three note patterns.	He/she can layer sounds to create effects.
		He/she can make patterns with sounds e.g. loud - quiet - loud – quiet, long - short - long - short.	He/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).	He/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather).
		He/she can make sounds that reflect a topic	He/she can improvise repeated patterns (ostinato).	He/she can compose melodic and rhythmic phrases.
		He/she use short given patterns in his/her compositions. He/she can use given symbols to record long and short sounds.	He/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.	He/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.
		He/she can say what they like and do not like about other's performances.	He/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.	He/she can reflect on his/her compositions dynamics, tempo and timbre.
Performing	Sing in a group or on their own, increasingly matching the pitch and following the melody.	He/she can use: high voice, middle voice, low voice.	He/she can sing expressively in time to the beat and rhythm.	He/she can sing expressively, combining dynamics, tempo and pitch.
	Explore and engage in music making and dance, performing solo or in groups.	He/she can sing in tune.	He/she can perform given compositions/songs from memory.	He/she can perform his/her own compositions from memory.
	Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	He/she can sing in unison with a group.	He/she can take part in two-part songs.	He/she can take part in rounds.
		He/she can make and change	He/she can take part in two-part	He/she can take part in three

	Explore and engage in music making and dance, performing solo or in groups.	sound on an instrument both tuned and untuned creating both long and short sounds.	harmonies.	part harmonies and descants.
	Sing a range of well-known nursery rhymes and songs.	He/she can perform to an audience and improve his/her performance by practising.	He/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.	He/she can perform his/her own rhythmic and melodic patterns on an instrument. He/she can lead a group in performance.
Listening and Context	Listen attentively, move to and talk about music, expressing their feelings and responses	He/she can identify a beat and join in.	He/she can begin to identify how many beats are in a bar when listening to pieces of music.	He/she can begin to explore reasons for composers' tempo choices.
	Watch and talk about dance and performance art, expressing their feelings and responses	He/she can identify the mood of a piece of music. He/she can explain to another which of two sounds is higher or lower.	He/she can explain what they think a piece of music's purpose could be. He/she can compare pieces, thinking about pitch, mood, rhythm and tempo. He/she can evaluate others work, thinking about pitch, mood, rhythm and tempo. He/she can find similarities and differences in the work of a great composer/musician from history. He/she can express his/her opinions about music from the past.	He/she can pick out details within a piece and recall these details from memory. He/she can compare pieces thinking about texture, structure, timbre and dynamics. He/she can evaluate others work thinking about texture, structure, timbre and dynamics. He/she can find similarities and differences between different historical composers and musicians. He/she can explain how the music of the past reflected the society of the time. He/she can explain how music has changed over time.
Vocabulary	Pulse, beat, tempo, dynamics, texture, pitch, duration, melody, performance, practice, texture, structure, rhythm, dynamics, string,	Pulse, beat, tempo-fast and slow, dynamics-loud and quiet, texture, layers of sound, pitch-high and low, duration-fast and	Instrument names, time signature, beat, timbre, texture, dynamics, forte, piano, mezzo forte, mezzo piano, beat, building block, repetition, pitch, duration, bar,	Harmony, triad, close harmony, wireless, dynamic range, glissando, ostinato, pulse, tempo, tune, pulse, orchestrate,

	woodwind, brass, percussion families, orchestra, conductor, rest, pattern, timbre, wooden, metal, pattern, tap, scrape, shake.	slow, high & low dynamics-loud and quiet, beat, tempo-fast and slow, duration-long and short, rhythm, pattern of sound, timbre-quality of sound, instrument families-string, percussion, woodwind, brass, duration - long and short.	coda, drone, leitmotif, ostinato, pitched percussion, tune, note names, crotchet, quaver, rhythmic pattern, orchestrate, ostinato, melody, found sound, graphic score, Ostinato, polyrhythm, cross rhythm, djembe, balafon, marimba.	Tune, note names C Major, crotchet, quaver, minim, semi quaver, rhythmic pattern, bar, bar line, common time, harmony, melody, all Italian dynamic names.
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