

Skills and Progression Map

Music

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



MUSIC: STATUTORY COVERAGE	
EYFS Statutory Programme	
Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. ELG: Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
KS1 NATIONAL CURRICULUM	KS2 NATIONAL CURRICULUM
• 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.	• 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.

Skills Map – Music		
EARLY YEARS – Music		
Performing	Composing	Appraising
• Can they use their voice to sing/chant? • Can they sing in a group or on their own? • Can they explore and engage in music making and dance? • Can they perform rhymes, songs, poems and stories?	• Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially? • Can they begin to sequence sounds to create a rhythm or beat?	• 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, soft, high, low, fast, slow) • Can they begin to express how music makes them feel?
	Listening	
	• Can they listen carefully to rhymes and songs, paying attention to how they sound? • Can they listen attentively, move to and talk about music, expressing their feelings and responses?	
EYFS – Greater Depth		
• Can they experiment with creating sounds with different instruments? • Can they clap short rhythmic patterns?	• 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)	• Can they identify reasons why they like some music more than others?

Key vocabulary in red – built on each year

Skills Map – Music		
YEAR 1 – Music		
Performing	Composing	Appraising
- 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?	- 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 repeat (short rhythmic and melodic) patterns? - Can they represent sounds pictorially? - Can they make a sequence of sounds for a purpose?	- Can they form an opinion to express how they feel about a piece of music? - Can they identify what different sounds could represent and give a reason why? - 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?
Listening		
Can they respond to different moods of music, in different ways?		
Year 1 - Greater Depth		
Can they perform a rhythm to a steady pulse?	Can they give a reason for choosing an instrument?	- 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.)?

Skills Map – Music		
YEAR 2 – Music		
Performing	Composing	Appraising
• Can they understand the importance of a warm up? • 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?	• 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? • 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?	• 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?
		Listening
		• Can they listen to simple elements of music? • Can they verbally recall what they have heard with simple vocabulary – loud, soft, high, low? • Can they begin to say what they like and dislike?
Year 2 - Greater Depth		
• Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?	• 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?	• Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

Key vocabulary in red – built on each year

Skills Map – Music		
YEAR 3 – Music		
Performing	Composing	Appraising
- 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?	- Can they create repeated patterns using a range of instruments? - Can they create accompaniments for melodies? - 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 pictorial 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 musical elements (e.g. fast/slow, high/low, loud/soft) in their composition?	- 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? - Can they recognise the work of at least one famous composer? - 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? - Do they know that high on the staff means a higher pitch? - Can they identify the features within a piece of music?
Listening		
- Can they describe music using appropriate vocabulary? - Can they begin to compare different kinds of music? - Can they recognise differences between music of different times and cultures?		
Year 3 - Greater Depth		
Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	- 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? - Can they begin to read pictorial notation?	- Can they recognise changes in sounds that move incrementally and more dramatically? - Can they compare repetition, contrast and variation within a piece of music?

Key vocabulary in red – built on each year

Skills Map – Music		
YEAR 4 – Music		
Performing	Composing	Appraising
• 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?	• Can they use graphic notations to record and interpret sequences of pitches? • Can they use graphic notations to record compositions in a small group or on their own? • Can they use graphic notation in a performance?	• 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?
Listening		
• Can they describe what they hear using a wider range of musical vocabulary? • Can they understand the cultural and social meaning of lyrics? • Can they appreciate different elements such as: harmonies, drone and ostinato? • Can they explore the way in which sounds are combined towards certain effects? • Can they understand the relationship between lyrics and melody?		
Year 4 - Greater Depth		
• Can they use selected pitches simultaneously to produce simple harmony?	• 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? • Can they begin to understand staff notation?	• Can they identify how a change in timbre can change the effect of a piece of music?

Key vocabulary in red – built on each year

Skills Map – Music

YEAR 5 – Music

Performing	Composing	Appraising
- 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? - Can they maintain their part whilst others are performing their part?	- Can they use their graphic notations to record pitch? - Can they choose the most appropriate tempo for a piece of music? - Can they use standard notation? - Do they have an understanding of how technology is used to create music e. g. synthesized music & sound sampling?	- 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		
- 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?	- Do they understand the relation between pulse and syncopated patterns? - 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?	- 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?

Key vocabulary in red – built on each year

Skills Map – Music		
YEAR 6 – Music		
Performing	Composing	Appraising
• Can they sing a harmony part confidently and accurately? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory?	• Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)	• Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music?
	Listening	
	• Can they evaluate differences in live and recorded performances? • Can they consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion?	
Year 6 - Greater Depth		
• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	• Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	• Can they appraise the introductions, interludes and endings for songs and compositions they have created?

Key vocabulary in red – built on each year

DEEPER LEARNING QUESTIONS

Pupils 'Working Towards' will need support and scaffolding to answer these questions.

Pupils 'Working at Expected' should be able to independently offer some simple suggestions and reasons.

Pupils 'Working at Greater Depth' should be able to independently give detailed answers.

Reception:

Which piece of music do you prefer and why? Why do you like this piece of music more than this piece?

Can you make different sounds using different instruments?

Year 1:

Can you tell me why you chose this instrument?

Can you tell me whether there is more than one sound at the same time?

Can you tell me the musical structure of this piece of music?

Year 2:

Can you tell me if (**tempo, pitch, dynamics** etc) change is sudden or gradual and describe its effect?

Can you sing/play **rhythmic patterns** in contrasting **dynamics**; keeping to the **pulse**?

Year 3:

Can you sing/play rhythmic patterns in contrasting **tempo**; keeping to the pulse?

Can you compare repetition, contrast and variation within a piece of music?

Can you recognise changes in sounds that move incrementally and more dramatically?

Year 4:

Can you use selected pitches simultaneously to produce simple harmony?

Can you use dynamics to provide contrast?

Year 5:

Can you explain how **tempo** changes the character of music?

Can you identify where a gradual change in **dynamics** has helped to shape a phrase of music?

Year 6:

Can you appraise the introductions, **interludes** and endings for songs and compositions they have created?

Can you show how a small change of tempo can make a piece of music more effective?

Can you perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

Key vocabulary in red – built on each year

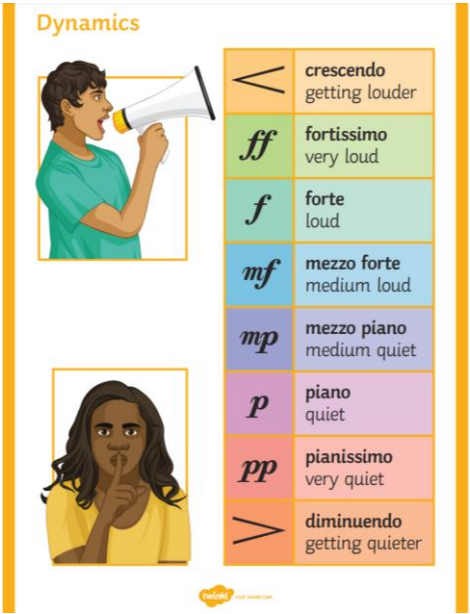
Provision for Pupils with SEN

- Pre-teach key vocabulary and display key vocabulary (Pick 2/3 key words to focus on).
- Children working below ARE could have activities matching the skills from the year groups below their own.
- Ensure clubs and outings are accessible for all.
- Help mats (Twinkl) with key vocabulary (see below for examples).
- Identify areas of strength and encourage them to help and support others in these areas.
- Offer TA/Peer/ group support but ensure the level of support is recorded alongside the activity.
- Have sentence frames to support evaluation of music.

Key Stage 1



Key Stage 2



Key vocabulary in red – built on each year

EVIDENCE

Recording Evidence of Pupil's Knowledge and Skills

- Class scrap book.
- Seesaw video recordings.
- Seesaw pictures.
- Notation recording and evidence (graphic and staff notation).
- Quotes taken from what children have said during Music lessons.
- Children's writing/ drawings to show their thoughts about a piece of music.
- Sorting activities (E.g., Instrument classification) photographed and put on Seesaw/in scrapbook.
- Videos of discussion/ children's written comments about their views on a piece of music.
- Photos/ videos/ information about extracurricular activities the children have taken part in (e.g., Harvest/Christmas/ Easter performances, learning instruments, singing clubs, etc)