



Key Concepts Progressive Curriculum Map **Music**

**Includes EYFS – Years 1 to 6 – Greater
Depth**

Knowledge, Skills and Understanding breakdown for Music

EYFS

Performing

Composing (*incl notation*)

Appraising

EYFS (Challenging)

Knowledge, Skills and Understanding breakdown for Music

Year 1

Performing	Composing (<i>incl notation</i>)	Appraising
• Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Can they copy sounds?	• Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures?	• Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns?

Year 1 (Challenging)

• Can they make loud and quiet sounds?	• Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds?	• Can they tell the difference between a fast and slow tempo? • Can they tell the difference between loud and quiet sounds?
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Knowledge, Skills and Understanding breakdown for Music

Year 2

Performing	Composing (<i>incl notation</i>)	Appraising
• Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo?	• Can they order sounds to create a beginning, middle and end? • Can they create music in response to (different starting points)? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they begin to make connections between notations and musical sounds?	• Can they improve their own work? • Can they listen out for particular things when listening to music?

Year 2 (Challenging)

• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?	• Can they use simple structures in a piece of music? • Do they know that end of phrases are where we breathe in a song?	
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Knowledge, Skills and Understanding breakdown for Music

Year 3

Performing

- Do they sing in tune with expression?
- Do they control their voice when singing?
- Can they play clear notes on instruments?

Composing (*incl notation*)

- Can they use different elements (tempo/rhythm/pulse) in their composition?
- Can they create repeated patterns with different untuned instruments?
- Can they compose melodies and songs?

Appraising

- Can they improve their work; explaining how it has improved?
- Can they begin to use musical words to describe what they like and dislike?
- Can they recognise the work of a famous composer?

Year 3 (Challenging)

- Do they understand how the use of tempo can provide contrast within a piece of music?

- Can they tell whether a change is gradual or sudden?

Knowledge, Skills and Understanding breakdown for Music

Year 4

Performing	Composing (<i>incl notation</i>)	Appraising
• Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns?	• Can they use standard notation? • Can they use notations to play compositions in a small group or on their own? • Can they use their notation in a performance?	• Can they start to identify the character and purpose of a piece of music? • Can they recognise the work of a famous composer and identify when they were composing?

Year 4 (Challenging)

	• Can they show how they can use dynamics (how loudly or quietly the music is being played) to provide contrast?	• Can they identify how a change in timbre can change the effect of a piece of music?
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Knowledge, Skills and Understanding breakdown for Music

Year 5

Performing	Composing (<i>incl notation</i>)	Appraising
• Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they recognise and use basic structural forms, e.g. rounds, variations?	• Can they change sounds or organise them differently to change the effect? • Can they begin to compose music which meets specific criteria? • Can they choose the most appropriate tempo for a piece of music?	• Can they begin to describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they contrast the work of two famous composers and show preferences?

Year 5 (Challenging)

• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	• 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?
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Knowledge, Skills and Understanding breakdown for Music

Year 6

Performing	Composing (<i>incl notation</i>)	Appraising
• Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they provide rhythmic support?	• Can they use a variety of different musical devices in their composition? (incl melody and rhythms) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation?	• Can they refine and improve their work? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

Year 6 (Challenging)

• Can they take the lead or a solo part in a performance?	• Can they show how a small change of tempo can make a piece of music more effective?	• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
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