



Key Concepts Progressive Curriculum Map Music

Includes EYFS – Years 1 to 6 – Greater
Depth

Knowledge, Skills and Understanding breakdown for Music

EYFS

Communication and Language	Physical Development	Expressive Arts and Design
<p>3/4 Year olds</p> <ul style="list-style-type: none"> - Sing a large repertoire of songs <p>Reception</p> <ul style="list-style-type: none"> - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. 	<p>3/4 Year olds</p> <ul style="list-style-type: none"> - Use large-muscle movements to wave flags and streamers, paint and make marks. <p>Reception</p> <ul style="list-style-type: none"> - Combine different movements with ease and fluency. 	<p>3/4 Year olds</p> <ul style="list-style-type: none"> - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match') - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. <p>Reception</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaborate, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. <p>ELG:EAD: Being imaginative and expressive</p> <ul style="list-style-type: none"> - 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.

Knowledge, Skills and Understanding breakdown for Music

Year 1

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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)		
<ul style="list-style-type: none"> • Can they make loud and quiet sounds? 	<ul style="list-style-type: none"> • Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds? 	<ul style="list-style-type: none"> • Can they tell the difference between a fast and slow tempo? • Can they tell the difference between loud and quiet sounds?

Knowledge, Skills and Understanding breakdown for Music

Year 2

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music?

Year 2 (Challenging)

<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 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
<ul style="list-style-type: none"> • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> • Can they show how they can use dynamics (how loudly or quietly the music is being played) 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?
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Knowledge, Skills and Understanding breakdown for Music

Year 5

Performing

- 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?

Composing (*incl notation*)

- 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?

Appraising

- 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?

Knowledge, Skills and Understanding breakdown for Music

Year 6

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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)

<ul style="list-style-type: none"> • Can they take the lead or a solo part in a performance? 	<ul style="list-style-type: none"> • Can they show how a small change of tempo can make a piece of music more effective? 	<ul style="list-style-type: none"> • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
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