



St. Cuthbert's R.C. Primary School



Music Key Skill and progression map 2022-2023

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The three main aspects of teaching music in our school are:

- Listening and appraising
- Composition
- Performance



National curriculum coverage:		
EYFS	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Begins to build a repertoire of songs • Explores the different sounds of instruments ELG <p>Children sing songs, make music. Being Imaginative ELG</p> <p>They represent their own ideas, thoughts and feelings through music</p>	<ul style="list-style-type: none"> • use their 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 interrelated 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 interrelated 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

EYFS

Performing

- 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?

Composing

- Can they make a range of sounds with their voice?
- Can they make a range of sounds with instruments?
- Can they represent sounds pictorially?

Appraising

- 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? Can they express this through their actions? (e.g. clapping, dancing, painting)

- 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?

Performing

Appraising & Listening

Year 1

Composing

- 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 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?

- Can they make a range of sounds with their voice?
- Can they make a range of sounds with instruments?
- Can they combine vocal and instrumental sounds?
- Can they represent sounds pictorially?
- Can they make a sequence of sounds for a purpose using a few notes?

- 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?

Performing

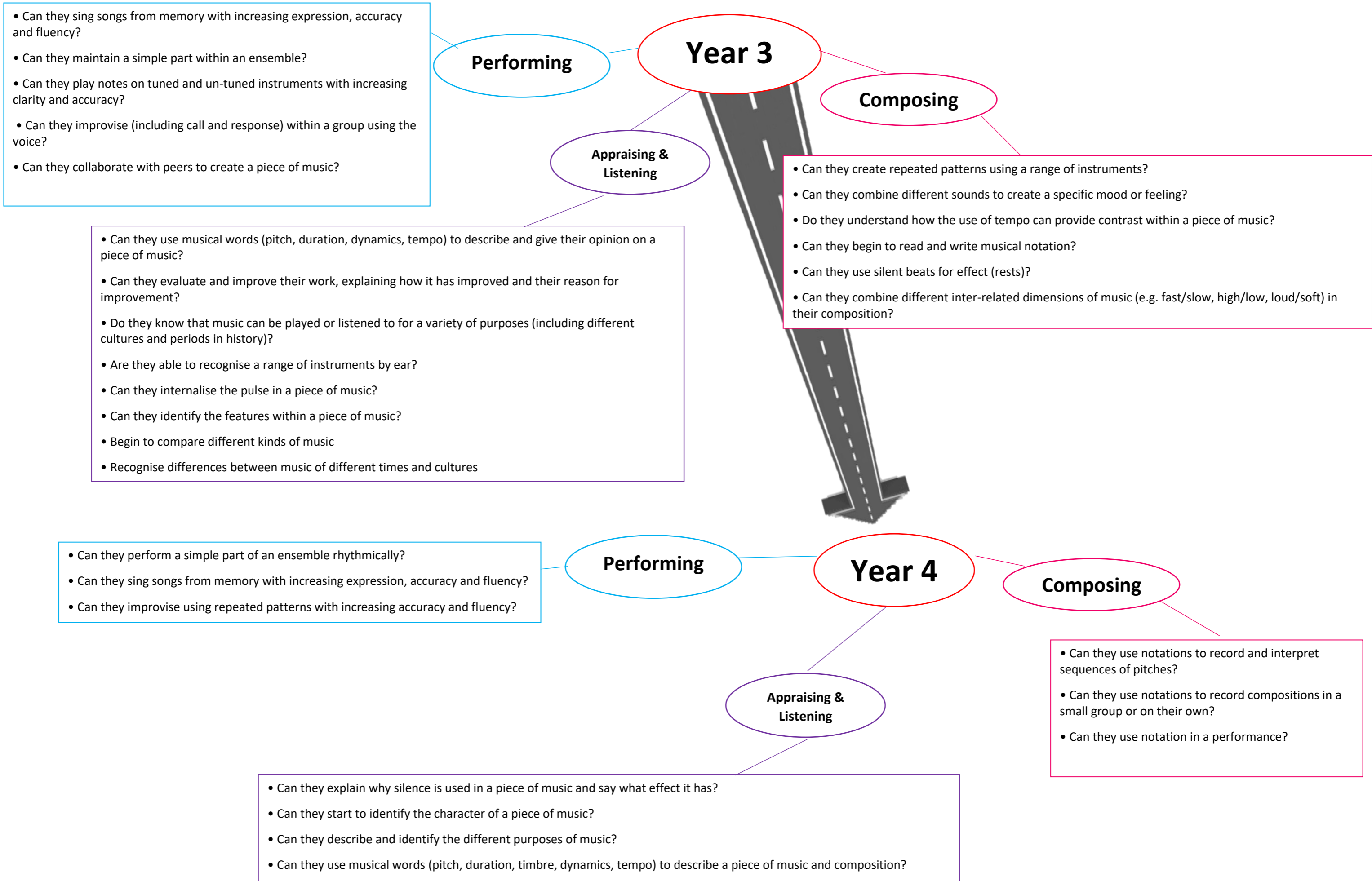
Year 2

Composing

Appraising & Listening

- 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- IPADs)?
- 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 use of an instrument 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? (e.g. scary, exciting, happy etc.)

- 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?
- 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



- 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?
- Working as a group to perform a piece of music, adjusting dynamics and pitch
- Playing a simple chord progression with accuracy and fluency.

Performing

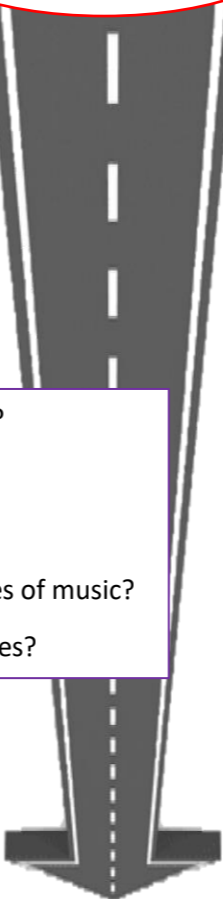
Year 5

Composing

Appraising & Listening

- 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?

- 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?



- Can they begin to sing a harmony part?
- Can they begin to 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?

Performing

Year 6

Composing

Appraising & Listening

- 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 compare and contrast the impact that different composers from different times will have had on the people of the time?
- Can they analyse features within different pieces of music?
- Evaluate differences in live and recorded performances