



Broad - Balanced-Enriching



Music Curriculum Map—Skills Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Listening	<i>Begin to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Begin to listen with attention to detail and recall sounds with increasing aural memory</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>
	Identify the beat of a tune.	Recognise changes in timbre, dynamics and pitch.	Use the terms: pitch, beat, tempo to describe music.	Use the terms: timbre, duration, texture and use of silence to describe music as well as those taught in Y3.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including the inter-related dimensions.	<i>Develop an understanding of the history of music.</i>
				Evaluate music using musical vocabulary to identify areas of likes and dislikes.		Describe how lyrics often reflect the cultural context of music and have social meaning.
Performing	<i>Begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Begin to use and understand staff and other musical notations</i>	<i>Use and understand staff and other musical notations</i>	<i>Begin to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>Be confident in playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>
	<i>Begin to play tuned and untuned instruments musically.</i>	<i>Play tuned and untuned instruments musically</i>	Sing in tune.	Sing from memory with accurate pitch.	Perform solos or as part of an ensemble.	Perform with controlled breathing (voice) and skilful playing (instrument)
	Follow instructions on how to sing.	Follow instructions on how to play an instrument.	Pronounce the words within a song clearly.	Show control of voice.	Sing or play from memory with confidence.	
	Imitate changes in pitch.	Make and control long and short sounds using voice and instruments.	Perform with control and awareness of others.	Play notes on an instrument with care so that they are clear.		
Composing	<i>Begin to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	<i>Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Continue to improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Continue to improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>Be confident in improvising and composing music for a range of purposes using the inter-related dimensions of music</i>
	Clap rhythms.	Create short, musical patterns.	Use sound to create effects.	Choose, order, combine and control sounds to create an effect.	Create songs with verses and a chorus.	Thoughtfully select elements for a piece in order to gain a defined effect.
	Create a mixture of sounds: long and short, loud and quiet, high and low.	Create short, rhythmic patterns.	Create repeated patterns within a range of instruments.	Recognise the notes EGBDF and FACE on the musical stave.	Create rhythmic patterns with an awareness of timbre and duration.	Use digital technologies to compose, edit and refine pieces of music.
	Choose sounds to create an effect.	Use symbols to represent a composition and use them to help with a performance.	Devise non-standard symbols to indicate when to play and rest.	Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.		