



Music Knowledge and Skills Progression Map

Music programme of study: National Curriculum Aims

The National Curriculum for Music aims to ensure that all children:

- should perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- should understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

| Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. | | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | I can listen to a piece of orchestral music and identify which instruments are playing. | I can listen to a piece of music and identify how it depicts a picture/season/mood. | I can identify how sounds are produced and how instruments are classified. | I can compare two pieces of music from different traditions. | I can listen to a 19 th century tone poem and describe its effects and use of musical dimensions. | I can describe the different purposes of music throughout history and in other cultures. |
| Knowledge | I know the different types of instruments in an orchestra. I know that there are different instruments used in different | I know that different types of instruments can be combined to create different effects and moods. I know that there are different instruments used in different cultures and traditions. | I know how different instruments are played to produce their sounds. I know that there are different instruments used in different cultures and traditions. | I know that there is a wide range of worldwide music. I know that there are different instruments used in different cultures and traditions. | I know that different instruments can be combined to create different effects in a piece of music. | I know that, in the past, music has been used for different occasions and celebrations. I know that this has been a tradition across other cultures too. |

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| | cultures and traditions. | | | | | |
| Learn to sing and to use their voices, to create and compose music on their own and with others and have the opportunity to learn a musical instrument. | | | | | | |
| Skills | I can sing a melody accurately. | I can sing a song expressively and with an awareness of other performers. | I can sing in two-part harmony. | I can chant in three parts. | I can sing in unison and three-part harmony. | I can sing songs with increasing control of breathing, posture and sound projection. |
| Knowledge | I know how to sing a melody accurately, by rehearsing with others and listening carefully. | I know how to control the pitch of a song and how to sing within a group of performers. | I know how to sustain a melody accurately. | I know how to focus on a particular part as part of a performance. | I know how to sustain a melody accurately. | I know how to sustain a melody accurately. |

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| Skills | I can use my voice to create descriptive sounds. I can combine my voice and movement to perform a chant or a song. | I can perform an updated version of a nursery rhyme with a rap section. | I can use untuned percussion instruments to accompany a pentatonic song. | I can perform a poem in a group with rhythmic accuracy to a steady beat. | I can perform a rap using texture and rhythm. | I can develop a song cycle for performance, making decisions about staging and dramatisation. |
| Knowledge | I know how to listen to other performers and work towards a performance. | I know how to listen to other performers and work towards a performance. | I know that a pentatonic scale is made of five specific notes and can be used to compose simple songs. | I know how to listen to other performers and work towards a performance. | I know how to listen to other performers and work towards a performance. | I know how to listen to other performers and work towards a performance. |
| Skills | I can create a soundscape using instruments. | I can show how pitch can be used in performance using tuned percussion instruments. | I can accompany a song with a melodic ostinato on tuned percussion. | I can create a descriptive sound picture using instruments. | I can develop accompaniments using ostinato. | I can create a piece of music from a visual stimulus. |

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| knowledge | I know how to make different sounds on percussion instruments and use these appropriately. | I know how to make different sounds on tuned percussion instruments and use these appropriately. | I know that a melodic ostinato remains the same throughout a piece of music. | I know how to make different sounds on percussion instruments and use these appropriately. | I know that an ostinato remains the same throughout a piece of music and can be used as a starting point to create different accompaniments. | I know how to make different sounds on percussion instruments and use these accordingly. |
| Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations. | | | | | | |
| Skills | I can play fast, slow, loud and quiet sounds on percussion instruments | I can differentiate between beat and rhythm. | I can choose different timbres to make an accompaniment. | I can create syncopated and off-beat rhythms. | I can sing with accuracy in rhythm, pitch and dynamics. | I can create, rehearse and perform music, concentrating on the inter-related dimensions. |
| Knowledge | I know what dynamics are in relation to music. | I know what beat and rhythm are in relation to music. | I know what timbre is in relation to music. | I know what beat, rhythm and syncopation mean in | I know what rhythm, pitch and dynamics mean in relation to music. | I know what pitch, rhythm, beat and dynamics mean in relation to music. |

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| Musical Terms | | | | | | |
| | End of KS1 | | End of LKS2 | | End of UKS2 | |
| Musical Terms | Yr1 – melody; orchestra; percussion; instruments. Yr2 – pitch; beat; rhythm; dynamics; accompaniment. | | Yr3 – pentatonic; timbre. Yr4 – syncopation; harmony; unison. | | Yr5 – ostinato; sound projection. Yr6 – dynamics; rehearsal. | |