



## KS1 and KS2 Skills Progression Map – Music

**Our curriculum for children in KS1 and KS2 builds on the skills acquired in EYFS.**

*By the end of Reception, children will be able to:*

- Perform a repertoire of songs
- Sing in the correct pitch, with the correct melody
- Listen to rhythms and repeat them back with increasing accuracy
- Join in with dancing and rhyming games
- Understand that instruments have different and distinct sounds and explore these sounds
- Explain how a piece of music makes them feel
- Create their own music and use it demonstrate how they are feeling

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Music skills progression</b>	<b>Singing</b>	*Understand the importance of warming up, using breathing and vocal exercises *Memorise a range of songs to perform from memory *Sing confidently as part of a group, keeping in time with everyone	*Explain the importance of warming up the voice and body with greater understanding *Understand the importance of using the correct diction when singing *Imitate simple tunes that they have heard	*Demonstrate where the diaphragm is and its importance in singing correctly *Use the diaphragm correctly in order to increase the dynamic and duration of notes *Demonstrate good posture and explain the effect this has on their singing	*Demonstrate confidently how to use the diaphragm and the correct posture when singing *Explain with greater understanding the importance of correct diction when singing *Understand the difference between rhythm and pulse and use these effectively when singing	*Confidently, demonstrate the pulse of the music as if they were the conductor *Demonstrate how to lead an effective warm up *Explain all of the proper elements that make a good singing performance *Demonstrate singing in a two-part harmony	*Explain what it takes to be a competent conductor *Demonstrate a variety of warm up activities *Explain the different voice types in a formal choir * Demonstrate the proper form when singing at all times *Sing confidently as part of a two part harmony
	<b>Playing tuned/untuned instruments</b>	*Demonstrate how they treat an instrument with respect *Demonstrate how to play an instrument in time by following a conductor *Play confidently as part of a group	*Understand that they need to listen carefully before they can repeat a rhythm back to their partner *Demonstrate how to follow music when playing their instrument	*Identify the treble clef on a piece of music *Identify where the notes Middle C, D, E and F lie on the treble clef stave *Explain that the higher the note is written on a stave, the higher it is *Identify the following note names and explain how long their duration is: quaver,	*Identify where the notes Middle C, D, E, F and G lie on the treble clef stave *Explain with greater confidence the name and duration of a: quaver, crotchet, minim and semibreve *Demonstrate how to play in a round	*Demonstrate the importance of phrasing when performing music *Confidently show where Middle C, D, E, F, G, A and B lie on the treble clef stave *Confidently explain the name and duration of a: quaver, crotchet, minim and semibreve and demonstrate this whilst playing	*Show where the notes Middle C through to C an octave above lie on the treble clef stave *Demonstrate with greater accuracy the duration of a: quaver, crotchet, minim and semibreve *Understand the difference between the treble and bass clef

				crotchet, minim and semibreve			*Demonstrate phrasing in their performances
	<b>Rehearsing and Performing</b>	<ul style="list-style-type: none"> <li>*Understand that they have to practice their lyrics before they are able to perform their piece</li> <li>*Demonstrate how to start and stop by following a conductor</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate how to work effectively as part of group when performing</li> <li>*Explain, with greater confidence, the role of the conductor</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the difference between performing and singing a song</li> <li>*Explain the meaning of the word ensemble and sing as part of one</li> </ul>	<ul style="list-style-type: none"> <li>*Perform as part of a group, round, duet and possibly a solo</li> </ul>	<ul style="list-style-type: none"> <li>*Use of range of dynamics in their singing and use the correct terminology to describe them</li> <li>*Demonstrate how a conductor can change the dimension of a performance</li> </ul>	<ul style="list-style-type: none"> <li>*Perform a piece in a more musical/mature way, using a variety of dynamics and tempos</li> <li>*Demonstrate how a conductor maintains the pulse of a song</li> </ul>
	<b>Listening and Appraising</b>	<ul style="list-style-type: none"> <li>*Understand that a chorus is usually the same words repeated</li> <li>*Explain that music can come from a variety of cultures</li> <li>*Understand that not all instruments make the same sound</li> <li>*Explain the meaning of the words pulse, rhythm and pitch (possibly dynamic and tempo)</li> </ul>	<ul style="list-style-type: none"> <li>*Explain with greater detail how music can make you feel</li> <li>*Demonstrate how to find the pulse of a song</li> <li>*Identify some genres of music by identifying the style indicators</li> <li>*Explain the meaning of the words tempo and dynamics (possible texture)</li> </ul>	<ul style="list-style-type: none"> <li>*Explain that there are multiple instruments within one piece of music</li> <li>*Identify the pulse of a piece of music and count how many beats are in a bar</li> <li>*Explain the meaning of the words tempo, dynamic, texture (possibly structure)</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that instruments belong to different musical families</li> <li>*Explain that pieces of music were written at different times and throughout many locations around the world</li> <li>*Explain the importance of the pulse</li> <li>*Explain the meaning of the words tempo, dynamics, texture and structure (possibly timbre)</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that some musical instruments can only make a certain pitch</li> <li>*Identify the pulse by counting the beats in the bar</li> <li>*Explain the meaning of the words tempo, dynamics, texture, structure and timbre</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that certain musical instruments are synonymous with certain genres of music</li> <li>*Understand that music can tell a story</li> <li>*Confidently identify the pulse and say how many beats are in a bar</li> </ul>
	<b>Improvising and Composing</b>	<ul style="list-style-type: none"> <li>*Understand the meaning of improvisation</li> <li>*Improvise basic clapping rhythms or rhythms on an untuned instrument</li> <li>*Understand the meaning of composition</li> <li>*Compose a one or two bar rhythm with no formal notation or pitch</li> </ul>	<ul style="list-style-type: none"> <li>*Identify what a one/two/three bar rhythm looks like</li> <li>*Continue to improvise basic clapping rhythms or rhythms on untuned instruments</li> <li>*Compose a one/two/three bar rhythm as part of a larger piece with no formal notation or pitch</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that improvisations can use pitch and incorporate this into their improvisations</li> <li>*Understand that their compositions can include dynamics, tempo and pitch and begin to use them within their compositions</li> <li>*Compose one or two note pieces in C major</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate how to finish a piece using the original pattern</li> <li>*Repeat back a short piece of music by ear</li> <li>*Confidently use their voice or an instrument to improvise a piece that incorporates pitch</li> <li>*Compose a short piece (4-8 notes) and begin to demonstrate how to write them down</li> </ul>	<ul style="list-style-type: none"> <li>*Ensure that their improvisations are of a good quality (rather than a large quantity of notes)</li> <li>*Compose a one/two bar piece and write it down with more confidence</li> <li>*Compose pieces of music that utilise the interrelated dimensions of music</li> <li>*Compose pieces of music that relate to a specific genre of music</li> </ul>	<ul style="list-style-type: none"> <li>*Confidently use pitch as part of their improvisations</li> <li>*Compose a one/two bar piece of music, possibly more, writing it down with confidence</li> <li>*Compose a piece of music related to a specific genre or time period</li> </ul>

				*Begin to show how you can write a composition on a stave			
	<b>History of Music (KS2 only)</b>			*Understand that musical pieces were written at different times and places and use style indicators to identify these *Understand that most composers tended to work in the same genre of music *Begin to compile a list of composers/performers who work within the same genre	*Confidently predict where/when a piece of music was written using the style indicators *Understand that music can have important historical context and explain that when listening to pieces of music	*Understand that music will have been written in different time periods *Deepen the music timeline and estimate where pieces of music may lie upon it	*List a variety of composers/artists who write within a specific genre *List a variety of composers/artists who write at a similar time period to each other *Identify with accuracy where composers may fit on a musical timeline