

Harby Primary School
Music Knowledge and Skills Progression Map
EYFS – Year 6



Expanding horizons, exploring potential and embracing faith.

Harby, we aim to provide opportunities for all children to create, play, perform and enjoy music to develop skills, to appreciate a wide variety of musical forms and to comment about the quality of music.

Subject Music Skills Progression Map							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse							
Pulse	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)	I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)	I can sing / play with good sense of pulse.	I can sing and play confidently and fluently, maintaining a steady pulse.	I can sing and play confidently and fluently, maintaining an appropriate pulse.	I can maintain a strong sense of pulse throughout pieces with and without syncopation	I can maintain a strong sense of pulse and recognise when going out of time.
	I can imitate movements in response to music.	I can follow and create simple musical directions for faster, slower, stopping and starting.	I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing.	I can maintain a part in a piece / rhythm game consisting of two or more parts.	I can follow and lead simple performance directions. (eg call and response patterns)	I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.
	I can explore, respond and identify long and short sounds.	I can create, explore, respond and identify long and short sounds.	I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.	I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)	I can maintain an independent part in a group when singing or playing.	I can share opinions about own and others' music and be willing to justify these using musical vocabulary.
			I can respond to visual and aural cues.	I can follow and lead simple performance directions, demonstrating my understanding of pulse.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.	I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Voice							
Voice	I can sing songs, which contain a small range of notes (2 or 3 notes for example).	I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	I can sing, with accuracy, within a range of notes.	I can sing fluently.	I can sing with an awareness of my breathing and pronunciation.	I can sing and maintain an independent part.	
			I can follow and use performance instructions.	I can create, use and lead a group with performance	I can sing fluently with confidence.	I can experiment and perform sounds made by my voice.	

	I can take turns when singing and be a good listener.	I can follow performance instructions including starting and stopping with accuracy.	(including, starting, stopping, dynamics and tempo)	instructions. (tempo, dynamics, start, stop.)			
	I can perform actions to accompany songs. (Move like a snake etc)	I can recognise and represent higher and lower sounds using graphic notation.	I can recognise and demonstrate the link between pitch and shape using graphic notation.	I can hear a melody and create a graphic score represent it.	I can use standard or graphic notation to create a melody.	I can follow and perform a vocal piece using a graphic / notated score.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rhythm							
Rhythm	I can explore rhythm through play	I can begin to play rhythmic patterns found in speech	I am beginning to recognise rhythmic patterns found in speech	I can listen and copy rhythmic patterns	I can create simple rhythmic patterns	I can use a variety of timbres and techniques when creating and playing music	I can use a variety of musical devices, timbres, textures, techniques when creating and playing music
	I can create rhythms and suggest symbols to represent rhythms	I can confidently copy given rhythms	I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm	I can play rhythms confidently while maintaining an appropriate pulse	I can confidently maintain an independent part when playing an instrument in a small group	I can confidently maintain an independent part when playing an instrument in a small group	I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)
	I can keep a steady pulse with some accuracy while playing	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing		I can demonstrate I understand the differences between pulse and rhythm through playing an instrument	I can play confidently and fluently maintaining an appropriate pulse		
	I can recognise and control changes in tempo	I can use graphic notation to record rhythms	I can use graphic notation to record rhythms	I can create graphic notation to represent rhythm.	I can aurally identify, recognize, respond to and use musically basic symbols including Western notation	I can respond to and use musically basic symbols including Western notation	I can follow staff and other notations while playing short passages of music
	I can listen to ideas from others, taking turns	I can listen to ideas from others and use them to help improve my work	I can offer comments about others' work and accept suggestions from others	I can offer comments about my own and others' work and accept suggestions from others	I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others	I can critique my own and others' work and justify the comments	I can critique my own and others' work, offering specific comments and justifying these.
Pitch							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can sing fluently.	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal

	I can sing broadly in tune with a limited pitch range	Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can begin to create simple rhythmic patterns, melodies, and accompaniments	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range.	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can create music which demonstrates understanding of structure and discuss the choices made
	I can create music, and suggest symbols to represent sounds	I can use graphic notation to record rhythms	I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range	I can create simple rhythmic patterns, melodies, and accompaniments	I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.	I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music
	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	I can listen to ideas from others and use them to help improve my work	I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.	I can offer comments about my own and others' work and accept suggestions from others	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.
					Share opinions about own and others' music and be willing to justify these.	I can critique own and others' work, offering specific comments and justifying these.	I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary

Music Tech

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music Tech	To explore and change sounds and music through play and technology.	To use technology to create and change sounds.	To experiment changing and combining sounds, through technology.	To use technology to create, change and combine sounds.	To use voice, sounds, technology and instruments in creative ways.	To use voice, sounds, technology and instruments in creative ways.	To use a variety of musical devices when making music to include timbres, textures, techniques etc.
	To comment and respond to recordings of own voice, other classroom sounds.	To demonstrate an understanding of musical structure	To comment and respond to a variety of live and recorded music, making statements and observations about musical structure.	To recognise and use basic musical structure.	To recognise, respond and use basic musical structure.	To use and identify key features of basic musical structure.	To create music which demonstrates an understanding of structure and discuss the choices made.
	To create music and suggest symbols to represent the sounds.	To comment and respond to recordings of own and other's compositions.	To demonstrate a deeper understanding of musical structure, through discussing musical structure.	To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.	To comment about own and other's music, with a focus on the structure used.	To comment on and evaluate the features of own and other's music, with a focus on the structure used.	To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.
	To begin to demonstrate an understanding of musical structure						To share opinions about own and others music and be willing to justify these, using technical vocabulary.

20th Century Music							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
20th Century Music	To comment and respond to recorded music from different traditions, genres, styles, and times.	To listen to recorded music, and use one element, from different traditions, genres, styles, and times.	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To listen to and use features of recorded music from different traditions, genres, styles, and times.	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.
					To demonstrate quality of key musical skills and elements.	To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.	To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.
						To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.
						To critique own and other's work offering specific comments and justifying these.	To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.

Musical Knowledge

EYFS Framework:

Children in reception will be learning to:

Communication & Language

Understand how to listen carefully and why listening is important.

Learn new vocabulary (e.g. in music: 'percussion', 'tambourine').

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Physical Development

Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Maths

Count objects, actions and sounds, (through) singing counting songs and number rhymes.

<p>KS1 Music NC Framework:</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers, (by) making predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.</p> <p><u>Understanding The World</u></p> <p>Compare and contrast characters from stories, including figures from the past (including) introducing characters, including those from the past using songs.</p> <p>Explore the natural world around them (by) offering opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p><u>Expressive Arts & Design</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Pupils should be taught to:</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 inter-related dimensions of music. 		
<p>20th Century Music Knowledge</p>	<p>EYFS</p> <p>Genres for Unit 6 – 20th Century music EYFS: Country Music, Big Band, Michael Jackson</p>	<p>Year 1</p> <p>Genres for Unit 6 – 20th Century music Yr1: Folk music, Experimental, Disco</p>	<p>Year 2</p> <p>Genres for Unit 6 – 20th Century music Yr2: Film music</p>
<p>LKS2/UKS2</p>	<p>KS2 Music NC Framework</p> <p>Pupils should be taught to:</p> <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 inter-related 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. * 		

	LKS2	UKS2
20th Century Music Knowledge	Genres for Unit 6 – 20th Century music Yr3: House, Rock & Roll/Blues, Reggae Yr4: Musicals, Minimalism (Steve Reich/Kraftwerk), Rap (Jay-Z, Beyonce)	Genres for Unit 6 – 20th Century music Yr5: Jazz, Expressionism, Film music (Jurassic Park) Yr6: Hip Hop, Minimalism (Philip Glass), War-time music (*Check out the complete history of Western Music Audrey Snyder)

A musical world

Music is always around us and as a school we will make the most of every opportunity to explore this and support our children's understanding of all aspects of music, helping the children to understand our music and how it is linked to our cultural music in comparison to others.