



King George V Primary School

Curriculum Skills Progression Map

Subject Area: Music

Scheme of Work: Music Express

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Techniques	I can use my voice to develop my music skills. I can use tuned instruments to develop my music skills. I can use untuned instruments to develop my music skills.	I can use my voice to develop my music skills. I can use tuned instruments to develop my music skills. I can use untuned instruments to develop my music skills.	I can use my voice to develop my music skills. I can use tuned instruments to develop my music skills. I can use untuned instruments to develop my music skills.	I can use my voice to develop my music skills. I can use tuned instruments to develop my music skills. I can use untuned instruments to develop my music skills.	I can use my voice to develop my music skills. I can use tuned instruments to develop my music skills. I can use untuned instruments to develop my music skills.	I can use my voice to develop my music skills. I can use tuned instruments to develop my music skills. I can use untuned instruments to develop my music skills.
Musical Dimensions	<p><u>Pitch:</u> I can repeat melodic patterns. I can follow pitch movements with my hand, recognising high and low.</p> <p><u>Duration:</u> I can play and sing short and long notes. I can repeat rhythmic patterns.</p> <p><u>Dynamics:</u> I can play and sing quietly and loudly.</p> <p><u>Tempo:</u> I can keep a steady pulse. I can play at different speeds.</p> <p><u>Timbre:</u> I can describe the sounds that different instruments make (e.g. squeaky).</p>	<p><u>Pitch:</u> I can sing simple songs in tune. I can adjust pitch in response to a conductor's hand signals.</p> <p><u>Duration:</u> I can improvise and perform repeated patterns, keeping to a steady beat.</p> <p><u>Dynamics:</u> I can adjust volume in response to a conductor's hand signals.</p> <p><u>Tempo:</u> I can create a change in tempo. I can adjust tempo in response to a conductor's hand signals.</p> <p><u>Timbre:</u> I can describe the effect different sounds and instruments have and explain why, using dimensional</p>	<p><u>Pitch:</u> I can sing part of a song in parts, maintaining my own part.</p> <p><u>Duration:</u> I can sing play rhythms and patterns as part of a group, maintaining my own part.</p> <p><u>Dynamics:</u> I can create a crescendo and diminuendo.</p> <p><u>Tempo:</u> I can synchronise tempo as part of a group, including changes.</p> <p><u>Timbre:</u> I can explain how choices of sounds or instruments are appropriate to the intentions.</p> <p><u>Texture:</u> I can identify and explore the relationship between sounds. e.g. using garage band app.</p>			

	<p>I can choose different instruments for different effects.</p> <p><u>Texture:</u> I can combine instruments together in group compositions and performances.</p> <p><u>Structure:</u> I can order sounds with simple structures.</p> <p>I can make short musical patterns.</p> <p><u>Musical Notation:</u> I can use my own made up symbols to make up sounds.</p> <p><u>Use of instruments:</u> I know how to make sounds on a range of instruments.</p>	<p>words.</p> <p><u>Texture:</u> I can recognise and explore how sounds can be combined e.g. using jelly band app.</p> <p>I create texture by combining sounds in several layers and in different ways.</p> <p><u>Structure:</u> I can play a simple ostinato or repeated phrase on a pitched instrument.</p> <p>I can play a call and response.</p> <p>I can sing a rondo.</p> <p><u>Musical Notation:</u> I can read graphic notation to play a rhythm or pulse.</p> <p>I can read chord charts to know when to change chords on a ukelele.</p> <p><u>Use of instruments:</u> I can vary the way I play an instrument e.g. dampening a symbol to create an effect.</p>	<p><u>Structure:</u> I can play a ternary structure.</p> <p>I can identify and describe structures of different songs.</p> <p><u>Musical Notation:</u> I can create graphic scores which identify the duration of notes.</p> <p>I can recognise and use some symbols from staff notation.</p>
<p>Learning from Others</p>	<p><u>Listening:</u> I can listen with concentration to live music.</p> <p>I can listen with concentration to recorded music.</p> <p><u>Appreciation:</u> I can give my opinion on music I've listened to.</p> <p>I can say whether music makes me feel happy or sad.</p> <p>I can describe music using dimensions words and how they affect the mood (e.g. high/low/slow/fast/long/short).</p>	<p><u>Genres and styles:</u> I can name a famous classical composer and recognise one of their famous compositions.</p> <p>I can name several famous modern composers from a range of musical styles and recognise one of their famous compositions.</p> <p><u>Listening:</u> I can listen to live music with attention to detail.</p> <p>I can listen to recorded music with attention to detail.</p> <p><u>Appreciation:</u> I can give and justify my opinions on a range of music that I have listened to.</p>	<p><u>Famous Musicians:</u> I can name musicians from a range of historical periods and compare their musical styles using dimensional vocabulary.</p> <p>I can name modern musicians from a range of musical styles and genres and compare their musical styles using dimensional vocabulary.</p> <p><u>Listening:</u> I can recall and identify individual sounds with increasing aural memory.</p> <p><u>Appreciation:</u> I can identify and explore how music can reflect different intentions.</p>

			<p>I can give and justify my opinions about a range of musical styles and historical periods, using dimensional language.</p> <p>I can suggest improvements to compositions and other music, commenting on how intentions have been achieved.</p>
Creativity and Composition	<p>I can make up rhythmic patterns.</p> <p>I can make up melodic patterns.</p> <p>I can choose to represent ideas with different instruments.</p>	<p>I can make up short tunes and rhythms and organise them in structures e.g. call and response, rondo.</p> <p>I can select an instrument or sound to achieve a desired effect.</p> <p>I can suggest improvements to group compositions, using appropriate dimensions vocabulary.</p> <p>I can comment on whether a group composition has the intended effect and suggest changes.</p> <p>I can record compositions using graphic notation.</p>	<p>I can compose music as part of a group for different reasons and audiences.</p> <p>I can compose rhythmic and melodic phrases developing ideas within musical structure.</p> <p>I can suggest appropriate sounds and effects for the purpose of my composition and justify using dimensional vocabulary.</p> <p>I can write lyrics to a known song.</p> <p>I can compose a short song to my own lyrics based on everyday phrases.</p>
Performance	<p>I can perform using expression.</p> <p>I can sing songs, chants and rhymes.</p> <p>I can perform with an awareness of others.</p>	<p>I can perform cyclic patterns as part of a group performance, with different patterns played by others.</p> <p>I can sing in parts as part of a performance.</p> <p>I can play/sing a solo part in a performance.</p>	<p>I can sing using harmony and melody in an ensemble context.</p> <p>I can play/sing a solo part in a performance with accuracy, fluency, control and expression.</p> <p>I can perform by ear, maintaining my own part.</p> <p>I can perform from simple notation, maintaining my own part.</p>