



Music - Skills and Knowledge Progression Map

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

Essential Characteristics of a Musician

- A passion for and commitment to a diverse range of musical activities.
- A musical understanding underpinned by high levels of aural perception, musical knowledge and high or rapidly developing levels of technical expertise.
- Awareness and appreciation of different musical traditions and genres.
- A rapidly widening repertoire which is used to create original, imaginative, fluent and distinctive composing and performance work.
- The ability to give precise written and verbal explanations using musical terminology effectively, accurately and appropriately
- An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles.

Year/Skills & Knowledge/Concepts	Listen	Perform	Compose	Key Questions	Vocabulary
Year 1	<p>Listen and Describe Listen to and concentrate on a range of musical styles</p> <p>Identify themes Make simple comments about the “feel” of a piece of music.</p> <p>Appreciation Express opinions about musical experiences.</p> <p>Compare Make musical comparisons (between simple pieces with few instruments)</p> <p>Ask questions Ask and answer simple questions about what they have heard.</p>	<p>Sing Clap, sing or chant in time with existing music.</p> <p>Aural memory Reproduce simple rhythms</p> <p>Play – untuned Clap or play an untuned instrument in time; reproduce rhythms from memory.</p> <p>Play – tuned Make some notes with control.</p>	<p>Create Create rhythms, both solo and ensemble.</p> <p>Use technology Record and play music.</p> <p>Critique With some support, discuss the effect.</p>	<p>Can you recognise the sounds of the instruments? What are the names of the instruments? Can you learn simple songs off by heart? Can you create a simple melody using one, two or three notes? Can you find the pulse as you listen to a piece of music? Create a rhythm for others to copy? What do you like best about the music? How do you feel about the music?</p>	<p>verse chorus beat tune loud soft rhythm notes accompaniment instrument drone triangle drum tambourine long ago older newer</p>



<p>Year 2</p>	<p>Listen and Describe Start to compare styles, instrumentation and volume</p> <p>Identify themes Make comments about the “feel” of a piece of music.</p> <p>Appreciation Clearly verbalise their music (did)likes for pieces; accept that other people may have different views.</p> <p>Compare Make musical comparisons between more complex pieces.</p> <p>Ask questions Show curiosity by voluntarily asking questions about what they have heard.</p>	<p>Sing Sing in a group, mostly in time.</p> <p>Aural memory Reproduce simple motifs and melodies (singing).</p> <p>Play – untuned Perform in an ensemble, mostly in time.</p> <p>Play – tuned Play in key with others</p>	<p>Create Create blend or use existing sounds or a tuned instrument to create melody and harmony.</p> <p>Use technology With help, do a simple research for musical information.</p> <p>Critique Discuss the effect of their composition.</p>	<p>What is the difference between rhythm and pulse? Can you find the pulse as you listen to a piece of music? Create a rhythm for others to copy? Can you start to use musical notation to describe a rhythm pattern? Can you recognise the sounds of a range of instruments? What are the names of the instruments? Can you learn simple songs off by heart? Can you create a simple melody using one, two or three notes? What do you like best about the music? How do you feel about the music? Can you begin to recognise that songs have a particular style?</p>	<p>compose pulse solo unison ensemble call and response melody harmony hook opera symphony fanfare orchestra pitch crotchet quaver minim rest choir band vocal guitar keyboard drum kit synth modern pop</p>
<p>Year 3</p>	<p>Listen and Describe Listen for and describe specific instrumentation of a piece</p> <p>Identify themes Start to identify musical themes, and how they might be represented by the “feel” of a piece.</p> <p>Appreciation Start to describe the musical aspects (eg instrument or genre) that they like or dislike.</p> <p>Compare Start to link music to its</p>	<p>Sing Sing as a solo or in a group, in tune where possible.</p> <p>Aural memory Reproduce simple motifs on tuned instruments and longer phrases in singing.</p> <p>Play – untuned Play with increasing control in an ensemble, eg in time and with some dynamic range.</p> <p>Play – tuned Perform solo and in an</p>	<p>Create Improvise music around a given genre or theme.</p> <p>Use technology Use simple software to experiment with editing sounds (eg automated software)</p> <p>Critique Politely discuss the effect of their peers’ compositions.</p>	<p>What instruments / voices can you hear? Does the music create a story in your imagination? What story? How do you know this is <i>reggae / classical / pop</i> music? What is improvisation? What are dynamics in music? Can you compose a simple melody using simple rhythms? What is composition? Do you know different ways</p>	<p>improvise a capella coda concerto dynamics fast / slow motif jam jazz rock and roll classical genre octave major / minor chord semiquaver</p>



	<p>historical and geographical context. Ask questions Start to frame questions and answers in musically valid ways.</p>	<p>ensemble, perhaps with some errors of time or pitch.</p>		<p>of recording compositions? Who is the conductor? Name the sections of an orchestra.</p>	<p>semibreve notation amplifier orchestral sections strings woodwind wind brass percussion timpani conductor soloist</p>
Year 4	<p>Listen and Describe Listen for and describe instrumentation with an understanding of effect. Identify themes Identify themes within and between pieces of music; start to describe musical structure Appreciation Describe what they (dis)like and verbalise the opinions of others. Compare Link musical themes and conventions to their historical and geographical context and also its cultural source and suggest reasons for that. Ask questions Ask and answer musically valid questions.</p>	<p>Sing Sing with increasingly accurate tuning where possible. Aural memory Start to reproduce phrases and melodies by ear (on tuned instruments) Play – untuned Play with dynamic control and show some musical sensitivity, both solo and in an ensemble. Play – tuned Perform solo and in an ensemble, with few errors of time or pitch.</p>	<p>Create Improvise music around a chosen genre or theme, and for an audience. Use technology With help, use audio editing software to mix tracks and create a composition. Critique Start to suggest changes and improvements to their peers' compositions.</p>	<p>What style is this music? What dimensions of music can you discuss? What is tempo? Explain what dynamics are and what effect it has on a piece. Identify the main sections of a song / piece of music. What is notation? Describe the difference between the different named parts in choral singing.</p>	<p>tempo suite largo allegro vivace cantata oratorio piano forte crescendo diminuendo bar tab notation patron timbre texture instrumentation alto soprano baritone piano harpsichord organ guitar (electric, classical, acoustic)</p>
Year 5	<p>Listen and Describe Recall the sounds from a range of pieces and compare their effect in those pieces. Identify themes Make inferences from pieces</p>	<p>Sing Sing with increasingly accurate tuning where possible. Aural memory Reproduce phrases and melodies by ear with increasing accuracy and</p>	<p>Create Compose and prepare a group to perform to a given audience. Use technology Start using audio editing software independently, perhaps to complement</p>	<p>Identify the structure of this piece of music? (verse, chorus etc) Can you identify and move to the pulse? What is the historical context of this music? Demonstrate musical</p>	<p>dissonance discordant minuet and trio staccato legato slur pianissimo fortissimo</p>



	<p>of music</p> <p>Appreciation Start to respond sensitively to other people's musical tastes.</p> <p>Compare Start to suggest reasons for different musical styles in different times, places and cultures.</p> <p>Ask questions Ask and answer musically valid questions.</p>	<p>confidence.</p> <p>Play – untuned Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned Perform solo and in an ensemble demonstrating better grasp of dynamics and some sensitivity to bandmates and to the "feel" of the music.</p>	<p>video.</p> <p>Critique Make suggestions for improvements to their peers' compositions.</p>	<p>leadership.</p> <p>Can you confidently sing five songs from memory? Can you describe how the interrelated dimensions of music (pitch, tempo, rhythm, pulse, texture, dynamics and structure) work together within a piece of music?</p>	<p>mezzo forte / piano sharp / flat (for tuning) contemporary legacy standard orchestral instruments violin, viola, cello, double bass harp oboe, flute, clarinet, bassoon, saxophone trumpet, trombone, (French) tuba kettle drum, cymbal glockenspiel, xylophone</p>
Year 6	<p>Listen and Describe Accurately describe timbre, pitch, melody, instrumentation and tempo and the effect of these.</p> <p>Identify themes Make inferences from pieces of music and justify their views.</p> <p>Appreciation Explain how their own behaviour might affect the enjoyment of others.</p> <p>Compare Analyse their own and others' responses to music and justifying their ideas with evidence.</p> <p>Ask questions Regularly ask and answer perceptive questions in musically valid ways.</p>	<p>Sing Sing with increasingly accurate tuning where possible.</p> <p>Aural memory Reproduce phrases and melodies by ear with increasing accuracy and confidence.</p> <p>Play – untuned Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play - tuned Perform with fluency, control and expression and with sensitivity and very few errors.</p>	<p>Create Compose, using notation, to prepare a solo or ensemble performance.</p> <p>Use technology Using software to edit music and other audio with increasing sophistication.</p> <p>Critique Constructively critique their peers' compositions and help bring about the improvements.</p>	<p>Discuss the historical context of a piece of music. Can you compare two pieces of music / songs and discuss what stands out musically in each of them, their similarities and differences? Can you name and describe different periods of musical history and the specific characteristics of each? Describe ways of writing music down. What is staff notation? Evaluate and talk musically about a performance.</p>	<p>glissando syncopation downbeat upbeat off-beat swing medieval renaissance baroque classical (specific sense) romantic bass piccolo euphonium cornet recorder (descant, treble tenor, bass) viol lute</p>