

## Curriculum Knowledge and Skills Progression Document for Music 2022 2023

Words that are highlighted in red are specified through the Music Specifics Document. Words that are highlighted in green are defined and explained through the Music Term Dictionary.

Knowledge, Skills and Understanding Breakdown for Music – Nursery				
Listen	Compose	Perform	Evaluate	Theoretical Knowledge
<ul style="list-style-type: none"> <li>Can they identify <b>environmental sounds</b>?</li> <li>Can they anticipate key events in <b>rhymes and stories</b> and join in with these?</li> <li>Can they maintain concentration and attention when listening to others?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make sounds using movements and objects in their environment e.g. shaking, tapping, or scratching?</li> <li>Can they add sounds to <b>familiar stories and nursery rhymes</b>? E.g. sound of goats going over the bridge</li> <li>Can they select and choose <b>instruments</b> to respond to stimuli e.g. the weather or parts of stories?</li> </ul>	<ul style="list-style-type: none"> <li>Can they join in and sing <b>familiar songs and nursery rhymes</b>?</li> <li>Can they participate in <b>body percussion</b> by rubbing, clapping and stamping?</li> <li>Do they attempt to play instruments through banging, tapping or shaking?</li> <li>Do they recreate sounds that they have heard with instruments or their voice? E.g. bang, crash</li> <li>Can they sing in time with others?</li> <li>Can they imitate simple sound patterns, making the <b>rhythm</b>? E.g. clap, tap, clap tap</li> <li>Do they show an awareness of when to <b>start and stop through watching actions/signals</b>?</li> <li>Can they perform in small groups in front of others, remembering <b>songs</b> by heart?</li> </ul>	<ul style="list-style-type: none"> <li>Can they talk about what music they like and don't like?</li> <li>Can they say what their favourite song is when choosing from a selection?</li> <li>Do they begin to respond physically when hearing and performing music? E.g. expressing themselves through body movements, depending on the music style</li> </ul>	<ul style="list-style-type: none"> <li>Can they name some <b>instruments</b>?</li> <li>Can they experiment with sounds (including their own voice), making them louder, quieter, faster and slower?</li> </ul>

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Knowledge, Skills and Understanding Breakdown for Music – Reception				
Listen	Compose	Perform	Evaluate	Theoretical Knowledge
<ul style="list-style-type: none"> <li>• Can they say what might have made a sound?</li> <li>• Can they suggest an <b>instrument</b> that might have made a sound?</li> <li>• Can they talk about where the sound may be coming from e.g. far away, close?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make music in a range of ways e.g. using their voice, using <b>instruments</b> and tapping things in their environment?</li> <li>• Can they select musical <b>instruments</b> and other resources e.g. objects found in their environment, to create a piece of music?</li> <li>• Can they select <b>instruments</b> to reflect the mood?</li> <li>• Can they create their own repeated patterns in music? E.g. shake, shake, tap, shake, shake, tap, shake, shake, tap.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they perform a wider range of <b>songs</b> by heart?</li> <li>• Can they express some feeling when performing e.g. through facial expressions and body movements.</li> <li>• Can they create sounds, music and drawings to accompany stories?</li> <li>• Can they repeat patterns of music with increasing accuracy?</li> <li>• Can they imitate simple patterns of music using <b>instruments</b> and <b>body percussion</b> for a sustained period of time?</li> <li>• Can they perform alongside other people, considering turn taking and when to join in together using <b>hand gestures</b> from the leader?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk about features of their own and others' music, saying what the strengths and next steps are?</li> <li>• Can they say how they will make their piece of music even better and change it next time? E.g. be louder in the middle or add an instrument</li> <li>• Can they say how a piece of music makes them feel?</li> <li>• Can they talk about whether they like or dislike a piece of music and suggest some reasons why?</li> <li>• Can they suggest when / where they might hear a piece of music e.g. wedding, party?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore how to change sounds e.g. hitting it harder makes it louder?</li> <li>• Do they show that the <b>beat/pulse</b> is a steady sound by clapping along or playing along with it?</li> <li>• Can they explore how they can use their voice and <b>instruments</b> to make high and low sounds?</li> <li>• Can they create slow and fast, loud and quiet sounds?</li> <li>• Can they name an increasing amount of <b>instruments</b>?</li> <li>• Do they know that the audience is/are the people who watch or listen?</li> <li>• Do they know that the <b>chorus</b> is a repeated part of the music and the <b>verse</b> changes each time?</li> </ul>

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Knowledge, Skills and Understanding Breakdown for Music – Year 1				
Listen	Compose	Perform	Evaluate	Theoretical Knowledge
<ul style="list-style-type: none"> <li>• Can they listen to a piece of music and move or clap in time to the <b>beat/pulse</b>, independently?</li> <li>• Can they listen to and know when to join in with the music following an introduction?</li> <li>• Can they respond to the mood and character of the music, through movement, dance and art?</li> <li>• Can they say how the mood can change in music?</li> <li>• Can they accurately identify the <b>instrument</b> that has made a sound?</li> <li>• Can they be part of an audience, showing respect to the situation e.g. quiet (if needed), clapping along (when invited)?</li> <li>• Can they identify the <b>verse and chorus</b> in a piece of music?</li> <li>• Can they compare pieces of music saying what is similar and different, using musical <b>vocabulary</b>?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with <b>pitch</b>?</li> <li>• Can they experiment with <b>duration</b> – knowing how to make a sound longer or shorter?</li> <li>• Can they experiment with <b>tempo</b> – knowing how to make a rhythm quicker or slower?</li> <li>• Can they experiment with <b>dynamics</b> – knowing how to make a sound louder or quieter?</li> <li>• Can they create repeated <b>rhythm</b> patterns?</li> <li>• Can they choose sounds to represent different thoughts, feelings and moods?</li> <li>• Can they create a <b>rhythmic pattern</b>?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they sing and chant together, in time, keeping a <b>steady beat</b>?</li> <li>• Can they sing songs with some control over tune and breathing?</li> <li>• Can they sing conveying different moods e.g. happy sad?</li> <li>• Can they play in time to a steady <b>beat/pulse</b>?</li> <li>• Can they match the note they are singing to the <b>pitch</b> of the song?</li> <li>• Can they show an increased awareness of performing to an audience by singing with confidence and expression?</li> <li>• Can they perform a steady beat on an <b>instrument</b>?</li> <li>• Can they perform a <b>rhythmic pattern</b> on an instrument?</li> <li>• Can they perform a <b>song (round)</b> in a round, knowing when to start and stop?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand that music can change your mood and how this can be helpful/unhelpful to people?</li> <li>• Can they review what themselves and others have done, and say what they think and feel about it?</li> <li>• Can they take on feedback from others and adapt their work as a result?</li> <li>• Can they say what effect the music is supposed to have on the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they know that the <b>beat is the steady pulse</b> that stays the same throughout the music?</li> <li>• Do they know that the <b>rhythm</b> is the pattern of sounds that may change through the piece of music?</li> <li>• Do they know that the <b>tempo</b> is the speed of the music?</li> <li>• Do they know that the <b>pitch</b> is how high or how low the sound is?</li> <li>• Do they know the <b>dynamics</b> are how loud or quiet a sound is?</li> <li>• Do they know the importance of breathing when signing e.g. taking a breath at a break?</li> <li>• Can they follow <b>hand signals</b> for louder, quieter and the length of the note?</li> <li>• Do they know that some music can be played in a <b>round</b> which is when the piece of music is performed at different times but fits together?</li> <li>• Do they know that a <b>conductor</b> is someone who tells you how to play / sing music through their actions/ <b>signals</b>?</li> </ul>

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Knowledge, Skills and Understanding Breakdown for Music – Year 2				
Listen	Compose	Perform	Evaluate	Theoretical Knowledge
<ul style="list-style-type: none"> <li>Can they name different <b>genres</b> of music?</li> <li>Can they accurately identify changes in <b>pitch, tempo and dynamics</b> within a piece of music?</li> <li>Can they distinguish between pieces of music from <b>different places and traditions</b> (linking to cultural diversity)?</li> <li>Can they identify where <b>pitch</b> rises and falls or stays the same?</li> </ul>	<ul style="list-style-type: none"> <li>Can they <b>improvise</b> music (<b>varying in pitch, tempo, duration and dynamics</b>) to accompany a story, reflecting the mood with the instruments that they use?</li> <li>Can they replace a line in a familiar song by adding different lyrics?</li> <li>Can they create and combine sounds to illustrate different pictures? E.g. <b>composing</b> a piece of music to accompany the picture.</li> <li>Can they create a basic music map (<b>graphics/pictorial notation</b>) to show which instruments to play and when? (see perform)</li> <li>Can they invent <b>pictorial notation</b> to represent different sounds and instruments that will be played?</li> <li>Can they <b>compose</b> a piece of music for a purpose, adding words, where necessary? E.g. create a song for a child to listen to.</li> </ul>	<ul style="list-style-type: none"> <li>Can they sing with more control of <b>pitch</b>, clarity of words, <b>dynamic</b> and <b>tempo</b>?</li> <li>Can they think of their own actions to accompany a song?</li> <li>Can they copy changes in <b>pitch</b>, using their own voice?</li> <li>Can they play <b>instruments</b> with control, getting louder, faster etc?</li> <li>Can they perform in a smaller group, to the rest of the class?</li> <li>Do they participate fully in year group performances?</li> <li>Can they lead others in their performances, using simple hand <b>signals and gestures</b>?</li> <li>Can they perform from a given <b>pictorial / graphic music map</b>?</li> <li>Can they play from their own <b>music map</b>?</li> </ul>	<ul style="list-style-type: none"> <li>Can they make annotations and modifications on their music map?</li> <li>Do they listen to pieces of music and discuss where and when they may be heard, explaining why using simple <b>musical vocabulary</b>? E.g. it is quiet and smooth so it would be good for a lullaby</li> </ul>	<ul style="list-style-type: none"> <li>Do they know that instruments can be played in a variety of ways? e.g. shake, pluck, strike</li> <li>Can they sort instruments depending on how they are played e.g. <b>plucked, strike, tapped, shaken</b></li> <li>Do they know that a <b>composer</b> is someone who writes music?</li> <li>Do they know that a <b>tuned instrument</b> (including the voice) can produce notes of different pitch?</li> <li>Can they play two or more <b>notes</b> on a tuned instrument e.g. ukulele or chime bars?</li> <li>Do they know that musicians read music?</li> <li>Do they know that the <b>duration</b> is how long something lasts. This can be the duration of the note or the piece of music?</li> </ul>