

Quadring Cowley and Browns' Primary School
Music Knowledge and Skills Progression Map (adapted from the Music Express scheme) EYFS & KS1

	EYFS	KS1 By the end of Year 2
Use their voices expressively and creatively singing songs and speaking chants and rhymes	I can sing rhymes and songs from memory I can sing a song with loud and quiet tones I can sing a song with high and low melodies I can sing songs as part of a group I can repeat a given pattern of sounds	I can create, respond to, place and change vocal sounds I can understand (recognise) pitch: make high and low vocal sounds I can sing a song with contrasting high and low melodies I can control vocal dynamics, duration and timbre I can sing a song together as a group I can rehearse and perform a rap with sound effects using voices I can combine voices and movement to perform a chant and a song I can use voices to create descriptive sounds
Play tuned and untuned instruments musically	I can keep a steady beat with instruments I can use my body as an instrument I can play an instrument fast, slow, loud and quiet I can play the same instrument in different ways	I can learn to play percussion with control (e.g. changing dynamics) I can identify and keep a steady beat using instruments I can explore and control dynamics, duration, and timbre with instruments I can play percussion instruments at different speeds (tempi) I can create a soundscape using instruments I can explore sounds on instruments and find different ways to vary their sound I can rehearse and perform a chant/rap with sound effects using instruments I can use instruments to create descriptive sounds
Listen with concentration and understanding to a range of high quality live and recorded music	I can move to music I can suggest ideas for what a sound might be I can identify animal sounds	I can recognise and respond to changes in tempo in music I can identify a sequence of sounds (structure) in a piece of music I can respond to music through movement I can identify changes in pitch and respond to them with movement I can listen in detail to a piece of orchestral music (e.g. identify instruments)

		I can identify metre by recognising its pattern I can understand how music can tell a story I can respond to change of mood in a piece of music with a slow and fast steady beat I can identify a repeated rhythm pattern I can understand musical structure by listening and responding through movement
Experiment with, create, select and combine sounds using the inter-related dimensions of music (ie pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)	I can experiment making sounds with my body I can finish lines in a song with my own words I can play my own arrangement on an instrument I can tap in time to a beat I can clap the syllables in my name I can recognise changes in volume of music I can respond to changes in tempo of music	I can explore, create and place vocal and body percussion sounds I can explore and develop an understanding of pitch using the voice and body movements I can explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments I can improvise descriptive music I can play and control changes in tempo I can relate pitch changes to graphic symbols and perform pitch changes vocally I can explore different sound sources and materials I can create a soundscape using instruments as part of a song performance I can explore sounds on instruments and find different ways to vary their sound I can play fast, slow, loud, and quiet sounds on percussion instruments I can invent and perform new rhythms to a steady beat I can create, play and combine simple word rhythms I can create a picture in sound

Quadring Cowley and Browns' Primary School
Music knowledge and Skills Progression Map (adapted from the Music Express scheme) KS2

	LKS2 By the end of Year 4	UKS2 By the end of Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	I can sing in two-part harmony I can accompany a song with a melodic ostinato on tuned percussion I can copy and create a wide range of vocal sounds to incorporate into a song I can sing in two parts (two different melodies) with movements and percussion I can use beatbox techniques to imitate the sound of a drum kit I can perform a rap or song with a vocal beatbox accompaniment I can learn to sing partner songs I can combine four body percussion ostinati as a song accompaniment I can play a pentatonic song with leaps in pitch on tuned percussion I can combine singing with untuned and tuned percussion in a performance I can sing a song with three simple independent parts I can play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations I can combine singing, playing and dancing in a performance I can play an instrumental accompaniment of rhythms, chords and riffs	I can conduct metres of two, three and four I can prepare for a performance by considering narration, performance space, setting up and other logistics I can develop techniques of performing rap using texture and rhythm I can create and present a performance of song, music and poetry I can sing and play scales and chromatic melodies accurately I can sing and play percussion in a group piece with changes in tempo and dynamics I can perform music together in synchronisation with a short movie I can demonstrate understanding of beat and syncopation through singing and body percussion I can demonstrate coordination and rhythm skills by participating in a complex circle game I can convey lyrical meaning through expressive singing in a part-song with echoes I can develop song cycles for performance, making decisions about texture, staging and dramatisation I can learn to sing major and minor note patterns accurately I can demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers I can play a chordal accompaniment to a piece I can perform complex song rhythms confidently

		I can change vocal tone to reflect mood and style
Improvise and compose music for a range of purposes using the interrelated dimensions of music (ie pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)	I can select descriptive sounds to accompany a poem I can choose different timbres to make an accompaniment I can improvise descriptive music I can develop a song by choosing lyrics and structure I can explore simple accompaniments using beat and rhythm patterns I can use a score and combine sounds to create different musical textures I can improvise melodies with a given set of five notes (a pentatonic scale) I can understand syncopation and clap improvised off-beat rhythms I can compose a fanfare	I can develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion I can play and improvise using the whole tone scale I can create musical effects using contrasting pitch I can use the musical dimensions to create and perform music for a movie I can evaluate and refine compositions with reference to the inter-related dimensions of music I can devise, combine and structure rhythms through dance
Listen with attention to detail and recall sounds with increasing aural memory	I can identify a sequence of sounds (structure) in a piece of music I can recognise pitch shapes I can identify different instrument groups from a recording I can compare and contrast the structure of two pieces of music I can identify the metre of a new song or piece	I can listen to music with focus and analyse using musical vocabulary I can hear and understand the features of the whole tone scale I can compare and contrast two pieces of 19th century Romantic music I can identify changes in tempo and their effects I can demonstrate understanding of the effect of music in movies I can revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music I can experience and understand the effect of changing harmony I can listen to and understand modulation in a musical bridge

Use and understand staff and other musical notations	I can create and perform from a symbol score I can read graphic notation to play a melody on tuned instruments I can compose and notate pentatonic melodies on a graphic score I can explore layers and layering using a graphic score I can play and sing repeated patterns (ostinati) from staff notation I can match short rhythmic phrases with rhythm notation I can learn to play a Renaissance dance from notations (graphic, rhythm and staff)	I can read a melody in staff notation I can develop a structure for a vocal piece and create graphic scores I can read grid or staff notation to play a bassline I can interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities I can learn about and use cue scores I can create sounds for a movie, following a timesheet I can demonstrate understanding of pitch through singing from simple staff notation I can follow and interpret a complex graphic score for four instruments I can play tuned instrumental parts confidently from graphic scores with note names
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	I can learn about ternary form I can learn a traditional Caribbean song I can listen to and learn about Hindustani classical music I can learn how sounds are produced and how instruments are classified I can understand and perform binary form I can describe the structure of a piece of orchestral music I can use rondo structure to build a performance I can learn about and sing an African-American spiritual I can develop listening skills by analysing and comparing music from different traditions	I can learn about jazz scat singing and devise scat sounds I can listen to a 19th century tone poem and describe its effects and use of the musical dimensions I can explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores I can sing and play an American spiritual I can learn about and explore techniques used in movie soundtracks I can learn a 1980s pop song with understanding of its structure I can learn to sing and play ostinati from an early 20th-century orchestral work I can sing and play traditional Ghanaian music
Develop an understanding of the history of music	I can listen to and learn about 1940s dance band music I can identify key features of minimalist music I can listen to and analyse 20th century ballet music I can learn a dance and play music from a 19th century German opera	I can learn to sing a song from English musical heritage (20th century) I can listen to and learn about modern classical/avant garde music (20th century)

	I can listen to and learn about Renaissance instruments • I can learn a 1960s pop song and popular dance styles of the time	I can listen to and analyse 19th century impressionist music using musical vocabulary I can learn about the music of an early Baroque opera I can learn to sing a 21st-century British choral work I can learn to sing and play ostinati from an early 20th-century orchestral work
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