



## Key Skills Progression in Music at Buckshaw Primary School - See Year Group Curriculum Map for coverage

At Buckshaw Primary School our aim is to provide a high quality music education that is fully inclusive of every child? Our aim is to ensure that Music engages and inspires pupils and fosters interest and enjoyment? We ensure that our Music curriculum enables pupils to express their own creativity and gives them the knowledge and skills to experiment, explore and evaluate using vocabulary that is specific to Music?

Pupils will develop an understanding and the skills to listen and appraise, improvise, compose and perform? Pupils will gain technical knowledge that underpins Music and be provided with opportunities to apply skills creatively?

We believe that Music contributes to our school's values of perseverance and creativity, and promoted confidence, independent learning and resilience in risk taking and decision making whilst providing children with skills that can be applied across the curriculum?

	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Listen & Appraise	<p><b>As a musician at Buckshaw:</b></p> <p>Can I begin to express emotions and to self-regulate to music?</p>	<p><b>As a musician at Buckshaw:</b></p> <p>Can I learn that music can touch our feelings?</p> <p>Can I enjoy moving to music by dancing, marching, being animals or pop stars?</p>	<p><b>As a musician at Buckshaw:</b></p> <p>Can I learn how we can enjoy moving to music by dancing, marching, being animals or pop stars?</p>	<p><b>As a musician at Buckshaw:</b></p> <p>Can I learn how we can enjoy moving to music by dancing, marching, being animals or pop stars?</p> <p>Can I learn how songs can tell a story or describe an idea?</p>	<p><b>EYFS</b></p> <p>Sing a range of well-known nursery rhymes and songs?</p> <p><b>KS1</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations?</p>

Singing & Playing

Can I sing along with a pre-recorded song and add actions?

Can I sing along with the backing track?

Can I begin to learn about voices, singing notes of different pitches?

Can I learn that we can make different types of sounds with their voices – we can rap or say words in rhythm?

Can I learn to start and stop singing when following a leader?

Do I treat instruments carefully?

Can I play a tuned instrumental part with the song I perform?

Am I able to begin listening to and following musical instructions from a leader?

Can I learn about voices singing notes of different pitches (high and low)?

Can I learn that we can make different types of sounds with their voices – we can rap (spoken word with rhythm)?

Can I learn to find a comfortable singing position?

Can I learn to start and stop singing when following a leader?

Do I treat instruments carefully and with respect?

Can I learn to play a tuned instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note, simple or medium part)?

Can I play the part in time with the steady pulse?

Can I listen to and follow musical instructions from a leader?

EYFS

Perform songs, rhymes, poems and stories with others, and- when appropriate – try to move to the music

KS1

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

Improvise, Compose & Perform

Can I play clapping games where I listen to a rhythm and echo it back?

Can I clap out the syllable pattern in my name; for example, 'Barn-a-by'?

Can I perform any of the nursery rhymes by singing and adding actions or dance?

Can I perform any nursery rhymes or songs adding a simple instrumental part?

Can I record the performance to talk about?

Can I begin to listen and clap back, then listen and clap my own answer (rhythms of words)?

Am I able to sing, play and improvise – Use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes?

Can I take it in turns to improvise using one or two notes, with support?

Can I choose a song we have learnt and perform it?

Can I add my ideas to the performance?

Can I listen and clap back, then listen and clap my own answer (rhythms of words)?

Can I use voices and instruments, listen and sing back, then listen and play my own answer using one or two notes?

Am I able to take it in turns to improvise using one or two notes?

Can I choose a song independently and perform it?

Can I record the performance and say how they were feeling about it?

EYFS

Perform songs, rhymes, poems and stories with others, and- when appropriate – try to move to the music

KS1

Experiment with, create, select and combine sounds using the inter-related dimensions of music?

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians?

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Listen & Appraise	<p><b>As a musician at Buckshaw:</b></p> <p>Can I confidently identify and move to the pulse?</p> <p>Can I think about what the words of a song mean?</p> <p>Can I take it in turn to discuss how the song makes me feel?</p> <p>Can I listen carefully and respectfully to other people's thoughts about the music?</p>	<p><b>As a musician at Buckshaw:</b></p> <p>Can I confidently identify and move to the pulse?</p> <p>Can I talk about the musical dimensions working together in songs?</p> <p>Can I talk about the music and how it makes me feel?</p> <p>Can I listen carefully and respectfully to other people's thoughts about the music?</p> <p>When I talk, do I try to use musical words?</p> <p>Can I create musical ideas for the group to copy or respond to?</p>	<p><b>As a musician at Buckshaw:</b></p> <p>Can I identify and move to the pulse with ease?</p> <p>Can I think about the message of songs?</p> <p>Can I compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences?</p> <p>Can I listen carefully and respectfully to other people's thoughts about the music?</p> <p>Can I try to use musical words?</p> <p>Can I talk about the musical dimensions working together in a song?</p> <p>Can I talk about the music and how it makes me feel?</p>	<p><b>As a musician at Buckshaw:</b></p> <p>Can I identify and move to the pulse with ease?</p> <p>Can I think about the message of songs?</p> <p>Can I compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences?</p> <p>Can I listen carefully and respectfully to other people's thoughts about the music?</p> <p>Can I use musical words when talking about songs?</p> <p>Can I talk about the musical dimensions working together in the a song?</p> <p>Can I talk about the music and how it makes me feel, using musical language to describe the music?</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory?</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians?</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations?</p>

Singing & Playing	Can I sing in unison and in simple two-parts?	Can I sing in unison and in simple two-parts?	Can I sing in unison and sing backing vocals?	Can I sing in unison and to sing backing vocals?	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression?</p> <p>Use and understand staff and other musical notations?</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p>
	Can I demonstrate a good singing posture?	Can I demonstrate a good singing posture?	I enjoy exploring singing solo?	I am able to demonstrate a good singing posture?	
	Can I follow a leader when singing?	Can I follow a leader when singing?	To listen to the group when singing?	I follow a leader when singing?	
	I enjoy exploring singing solo?	Do I enjoy exploring singing solo?	Can I demonstrate a good singing posture?	I have experience of rapping and solo singing?	
	Can I sing with awareness of being 'in tune'?	Can I sing with awareness of being 'in tune'?	Can I follow a leader when singing?	Can I listen to others and aware of how they fit into the group?	
	I have an awareness of the pulse internally when singing?	Can I rejoin the song if lost?	I experience rapping and solo singing?	I show an awareness of being 'in tune'?	
	I treat instruments carefully and with respect?	Can I listen to the group when singing?	Can I listen to others and aware of how I fit into the group?	Can I play a musical instrument with the correct technique within the context of the song?	
	Can I play any one, part on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation?	Can I treat instruments carefully and with respect?	Can I sing with awareness of being 'in tune'?	Can I select and learn an instrumental part that matches my musical challenge?	
	Can I rehearse and perform my part within the context of the song?	Can I play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation?	Can I play a musical instrument with the some technique within the context of the song?	Can I rehearse and perform my part within the context of the song?	
		Can I rehearse and perform my part within the context of the song?	Can I select and learn an instrumental part that begins to match my musical challenge?	Can I listen to and follow musical instructions from a leader with confidence?	
		Am I able to begin listening to and following musical instructions from a leader?	Can I rehearse and perform my part within the context of the song, with support?	Can I lead a rehearsal session?	
			Can I listen to and follow musical instructions from a leader?		

		Can I experience leading the playing by making sure everyone plays in the playing section of the song?	Can I lead a rehearsal session?		
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Improvise, Compose & Perform					
	Can I help create at least one simple melody using one, three or five different notes?	Can I help create at least one simple melody using all five different notes?	Can I create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song?	Can I explain the keynote or home note and the structure of the melody?	Improvise and compose music for a range of purposes using the inter-related dimensions of music?
	Can I plan and create a section of music that can be performed within the context of the unit song, with support?	Can I plan and create a section of music that can be performed within the context of the song?	Can I explain the keynote or home note and the structure of the melody?	Can I listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song?	Develop an understanding of the history of music?
	Can I talk about how it was created?	Can I talk about how it was created?	Can I listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song?	Can I record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation)?	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians?
	Can I listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo, with support?	Can I listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo?	Can I record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation)?	Can I choose what to perform and create a programme?	
	Can I choose what to perform and create a programme?	Am I able to recognise the connection between sound and symbol (eg graphic/pictorial notation)?	Can I choose what to perform and create a programme?	Can I communicate the meaning of the words and clearly articulate them?	
	Can I communicate the meaning of the words and clearly articulate them?	Can I choose what to perform and create a programme?	Can I choose what to perform and create a programme?	Can I talk about the venue and how to use it to best effect?	
	Can I talk about the best place to be when performing and how to stand or sit?	Can I present a musical performance designed to capture the audience?	Can I communicate the meaning of the words and clearly articulate them?	Can I record the performance and compare it to a previous performance?	
	Can I record the performance and say how they were feeling, what they were pleased with what they would change and why?	Can I communicate the meaning of the words and clearly articulate them?	Can I talk about the venue and how to use it to best effect?	Can I discuss confidently and talk musically about the performance?	
		Can I talk about the best place to be when performing and how to stand or sit?	Can I record the performance?		
			Can I discuss and talk musically about it – "What went well?" and "It would have been even better if????"		

		<p>Can I record the performance and say how we were feeling, what we were pleased with what we would change and why?</p>			
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