



# Music Skills Map

Year Group	Key Skills			
	To perform	To compose	To transcribe	To describe music
1	<ul style="list-style-type: none"> <li>Take part in singing</li> <li>Make long and short sounds using voice and instruments</li> </ul>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds</li> <li>Clap rhythms</li> <li>Create short rhythmic phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use symbols to represent a composition</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beat of a tune</li> </ul>
2	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody</li> <li>Make and control long and short sounds using voice and instruments</li> <li>Follow instructions on how and when to play an instrument</li> <li>Imitate changes in pitch</li> </ul>	<ul style="list-style-type: none"> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low)</li> <li>Choose and sequence sounds to create an overall effect</li> <li>Create short, musical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance</li> </ul>	<ul style="list-style-type: none"> <li>Recognise changes in timbre, dynamics and pitch</li> </ul>
3	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitching.</li> <li>Maintain a simple part within a group</li> </ul>	<ul style="list-style-type: none"> <li>Create repeated patterns with a range of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate music from a range of cultures using musical vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform with control and awareness of others</li> <li>• Play notes on an instrument with care so that they are clear</li> </ul>	<ul style="list-style-type: none"> <li>• Create accompaniments for tunes</li> <li>• Compose and perform melodic songs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent</li> </ul>	<p>to identify areas of likes and dislikes.</p>
4	<ul style="list-style-type: none"> <li>• Sing from memory in tune</li> <li>• Show control of voice / instrumental playing</li> <li>• Pronounce words within a song clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs</li> <li>• Use sound to create abstract effects</li> <li>• Use drones as accompaniments</li> <li>• Choose, order, combine and control sounds to create and effect</li> <li>• Use digital technologies to compose pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music from a range of cultures.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence</li> <li>• Perform as part of an ensemble</li> <li>• Sing or play expressively and in tune</li> <li>• Hold a part within a round</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Convey the relationship between the lyrics and the melody</li> <li>• Combine a variety of musical devices</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard music notation of crotchet, minim and semibreve to indicate how many beats to play.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on and describe music from a range of cultures</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>○ pitch</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Perform with controlled and skilful playing (instrument)</li> </ul>	<p>including melody, rhythm and chords.</p> <ul style="list-style-type: none"> <li>• Use drones and melodic ostinati</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand time signatures</li> </ul>	<ul style="list-style-type: none"> <li>○ dynamics</li> <li>○ tempo</li> <li>○ timbre</li> <li>○ texture</li> <li>○ lyrics and melody</li> <li>○ sense of occasion</li> <li>○ expressive</li> <li>○ solo</li> <li>○ rounds</li> <li>○ harmonies</li> <li>○ accompaniments</li> <li>○ drones</li> <li>○ cyclic patterns</li> <li>○ combination of musical elements</li> <li>○ cultural context.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble</li> <li>• Sing or play expressively and in tune</li> <li>• Sing a harmony part confidently and accurately</li> <li>• Sustain a drone or a melodic ostinato to accompany singing</li> </ul>	<ul style="list-style-type: none"> <li>• Use digital technologies to compose, edit and refine pieces of music</li> <li>• Thoughtfully select elements for a piece of music in order to gain a defined effect</li> <li>• Create rhythmic patterns with an</li> </ul>	<ul style="list-style-type: none"> <li>• Read and create notes on the music stave</li> <li>• Understand and use the # (sharp) and bflat symbols</li> <li>• Understand the purpose of the treble and bass clefs and use</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> <li>• Reflect on and describe music from a range of cultures</li> <li>• Choose from a wide range of musical</li> </ul>

	<ul style="list-style-type: none"><li>• Perform with controlled breathing (voice)</li></ul>	awareness of timbre and duration	them in transcribing compositions	vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"><li>○ pitch</li><li>○ dynamics</li><li>○ tempo</li><li>○ timbre</li><li>○ texture</li><li>○ lyrics and melody</li><li>○ sense of occasion</li><li>○ expressive</li><li>○ solo</li><li>○ rounds</li><li>○ harmonies</li><li>○ accompaniments</li><li>○ drones</li><li>○ cyclic patterns</li><li>○ combination of musical elements</li><li>○ cultural context.</li></ul>
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