

Music Skills Map

Year	Singing	Composing	Improvising	Playing	Listening
Nursery	<u>Singing:</u> Variety of songs. Using the voice in different ways. Singing broadly in tune.	<u>Composing:</u> Create music and use pictures to represent sounds.	<u>Improvising:</u> Exploring sounds - vocal, body, instrumental.	<u>Playing:</u> Repeat short rhythmic patterns. Keeping to a pulse.	<u>Listening:</u> make physical movements in response to music. Respond to different moods.
Reception	<u>Singing:</u> Broadly in tune within a limited range.	<u>Composing:</u> Create music and use pictures to represent sounds. Ordering symbols	<u>Improvising:</u> Exploring body, vocal and instrumental sounds. Accompanying songs with instruments.	<u>Playing:</u> Short repeated patterns. Keeping to a steady pulse. Internalising beat.	<u>Listening:</u> make physical movements in response to music. Respond to different moods.
1	<u>Singing:</u> Broadly in tune with expression. Awareness of others. <u>Pitch</u> - high/low.	<u>Composing:</u> Using symbols to represent sounds. Order sounds - beginning/end.	<u>Improvising:</u> Experiment with different vocal and sounds. <u>Texture:</u> One/several sounds.	<u>Playing:</u> Keeping to a steady beat. Responding to start and stop signals. <u>Tempo</u> - fast/slow. <u>Dynamics</u> - loud/quiet.	<u>Listening:</u> Responding to music orally and physically. <u>MH:</u> Traditional sea shanties.
2	<u>Singing:</u> In tune with expression and good sense of pulse and rhythm. Awareness of others. <u>Pitch</u> - Higher/lower.	<u>Composing:</u> Order sounds - beginning and end. Use simple repeated patterns. Simple graphic notation (e.g. cake/biscuit).	<u>Improvising:</u> Using body, vocal and instrumental sounds. Also using simple technology - ie keyboards. Improving their own work. <u>Texture:</u> Layering sounds.	<u>Playing:</u> Playing with a strong sense of pulse. <u>Tempo</u> and <u>dynamics</u> - gradation.	<u>Listening:</u> Identifying wood/metal/strings. Songs from around the world.

3	<u>Singing:</u> In tune with expression and appropriate tone. Maintain an independent part.	<u>Composing:</u> Create simple rhythmic patterns with clear strong/weak beats and using tempo and dynamic gradations. Use of unconventional notation	<u>Improvising:</u> Repeated patterns. Use of vocal, instrumental and digital sounds. Question and answer structure.	<u>Playing:</u> Maintain an independent part - e.g. ostinato, drone.	<u>Listening:</u> With attention to detail and recalling sounds with increasing aural memory.
4	<u>Singing:</u> In tune with expression, appropriate tone, clear diction and control of breathing. Maintaining an independent part (e.g. ostinato, rounds).	<u>Composing:</u> Simple accompaniments to melodies. Use pentatonic patterns and ostinatos. Introduce conventional notation.	<u>Improvising:</u> Using voice, sound and technology in creative ways.	<u>Playing:</u> With fluency and control, maintaining an independent part.	<u>Listening:</u> With attention to detail and increasing aural memory. Offer/accept comments about how own and others' work could be improved.
5	<u>Singing:</u> In unison and 2 parts with clear diction, control of pitch, a sense of phrase and musical expression.	<u>Composing:</u> With an understanding of structure (rounds), dynamics (contrasts), texture (weaving parts).	<u>Improvising:</u> Experiment with voice, instruments and technology in creative ways.	<u>Playing:</u> With fluency, control, accuracy and performing as part of a group.	<u>Listening:</u> Listen to music from different times and traditions and discuss contexts. Share opinions about own and others' music and justify.
6	<u>Singing:</u> Maintain an independent part in a group with clear diction, control of pitch, a sense of phrase and musical expression.	<u>Composing:</u> Create music which demonstrates understanding of structure (e.g. ternary form), texture (chords), duration (dotted rhythms), pitch (major/minor).	<u>Improvising:</u> Experiment with voice, instruments and technology in creative ways. Refine and record.	<u>Playing:</u> Maintain a strong sense of pulse and recognise when going out of time. With control and accuracy.	<u>Listening:</u> Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.