

CURRICULUM SKILLS MAP FOR MUSIC

Level	<u>Performing skills</u> Controlling sounds through singing and playing	<u>Composing Skills</u> Creating and developing musical ideas	<u>Appraising Skills</u> Responding and reviewing	<u>Listening Skills</u> Applying knowledge and understanding
1	They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others	Pupils recognise and explore how sounds can be made and changed. They choose sounds in response to given starting points.	Pupils respond to different moods in music	They repeat short rhythmic and melodic patterns, recognise well defined changes in sounds, identify simple repeated patterns and take account of musical instructions
2	They sing with a sense of the shape of the melody and perform simple patterns and accompaniments keeping to a steady beat.	Pupils explore how sounds can be organised. They choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points. They represent sounds with symbols.	They improve their own work	Pupils recognise how sounds can be organised. They recognise how the musical elements can be used to create different moods and effects.
3	They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes	Pupils explore the ways sounds can be combined and used expressively. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect	Pupils make improvements to their own and others' work, commenting on how intentions have been achieved	Pupils recognise the ways sounds can be combined and used expressively. They recognise how the different musical elements are combined and used expressively.
4	While performing by ear and from simple notations they maintain their own part with awareness of how different parts fit together and the need to achieve an overall effect. Improvise melodic/rhythmic phrases in a group performance	Pupils identify and explore the relationship between sounds and how music reflects different intentions. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures	They suggest improvements to their own work and others; work, commenting on how intentions have been achieved	Pupils explore the relationship between sounds and how music reflects different intentions. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary
5	They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support.	Pupils explore musical devices and how music reflects time and place. They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate music devices such as melody, rhythms, chords and structures.	They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.	Pupils identify musical devices and how music reflects time and place. Analyse and compare musical features
6	Select/make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance.	They select and make expressive use of tempo, dynamics, phrasing and timbre. They improvise and compose in different genres and styles, using harmonic and n	They use relevant notations to plan, revise and refine material. They analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.	Pupils identify and explore the different processes and contexts of selected musical genres and styles