

# CREATE Federation of Schools

## Music Progression Map: Skills & Knowledge

*Taddington, Peak Dale, and Dove Holes Primary Schools*

### Purpose of Study & National Curriculum Aims

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Music is a universal language that embodies one of the highest forms of creativity. At the CREATE Federation, our curriculum aims to ensure that all pupils:

- Perform, listen to, review, and evaluate music across a range of historical periods, genres, and styles.
- Learn to sing and use their voices, to create and compose music on their own and with others.
- Understand and explore how music is created, produced, and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

### Performing Progression

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Year	Skills	Knowledge
EYFS	Distinguish between singing/speaking; copy simple rhythms using voice and body.	Know that the voice can move higher and lower.
Y1	Sing simple songs with pitch awareness; play to a steady pulse.	Know that the pulse is the steady beat of the music.
Y2	Follow pitch direction with hands; perform pulse with increasing success.	Know that symbols higher in space represent higher pitches.
Y3	Sing with clear diction; play simple rhythmic accompaniments or drones.	Know the values of crotchet, paired quavers, and minim.
Y4	Sing with breath control; maintain an independent part within an ensemble.	Understand how to start and finish a piece together.
Y5	Match pitches across a wide range; lead others in performance (tempo/pulse).	Understand 2/4, 3/4, and 4/4 time signatures.
Y6	Sing in unison and parts; perform with accuracy from Western notation.	Know how to self-correct during a performance.

## Listening Progression

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Year	Skills	Knowledge
EYFS	Describe sounds (whistling, twinkly); recognize classroom instruments.	Know that sound effects can show what a piece is about.
Y1	Recognize changes (slower/faster, quieter/louder); name instruments.	Understand that other people may have different musical opinions.
Y2	Recognize instruments aurally; recognize how composers tell a story.	Know that instruments are made of different materials (timbre).
Y3	Identify different sections and families of the orchestra.	Know that composers use dimensions to tell a message.
Y4	Place music in historical context (e.g., Baroque, Romantic, 20th Century).	Know the features of specific styles like Samba or Minimalism.
Y5	Use musical vocabulary to respond to a broader range of ensembles.	Know that instruments from different eras have similarities.
Y6	Confidently justify opinions on music from different times and places.	Understand why composers choose specific instruments for effect.

## Composing Progression

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Year	Skills	Knowledge
EYFS	Create new verses or actions to a song; create sequences of sounds.	Know that different instruments make different sounds.
Y1	Use images to create graphic scores; explore timbre and dynamics.	Know to explore different ideas before deciding what to do.
Y2	Use images to structure pieces; share ideas for simple structures.	Know that ideas can be represented through movement.
Y3	Record ideas using signs and symbols; combine rhythm and pitch.	Know that a clear beginning and end helps the overall sound.
Y4	Link rhythmic and melodic patterns into structured responses.	Understand that a pentatonic scale uses five notes.
Y5	Develop melodic ideas of greater length; improvise with confidence.	Know that repeating a musical idea helps develop the piece.
Y6	Improvise and refine rhythms/melodies; identify strengths in work.	Understand consonant and dissonant sounds.

## The Inter-related Dimensions of Music

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- **Pitch:** How high or low a sound is.
- **Duration:** The length of a sound (long/short) and the rhythmic patterns.
- **Dynamics:** The volume of the music (loud/quiet).
- **Tempo:** The speed of the music (fast/slow).

- **Timbre:** The character or quality of a musical sound or voice.
- **Texture:** How the tempo, melodic, and harmonic materials are combined.
- **Structure:** The way the music is organized (e.g., Verse/Chorus).