



**Skills Map for STEAM (Science, Technology, Engineering, Art & Music)**

**Music**

*'We perform, we compose, we appraise in order to live life in all its fullness.'*

**Early Years**

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"> <li>To use their voice to speak, sing, chant.</li> <li>To join in with singing.</li> <li>To clap short rhythmic patterns.</li> <li>To experiment with creating sounds with different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To make a range of sounds with their voice.</li> <li>To make a range of sounds with instruments.</li> <li>To represent sounds pictorially.</li> <li>To begin to sequence sounds to create a rhythm or beat.</li> </ul>	<ul style="list-style-type: none"> <li>To say if they like or dislike a piece of music.</li> <li>To identify and distinguish environmental sounds.</li> <li>To begin to describe the sounds (loud, soft, high, low, fast, slow)</li> <li>To begin to express how music makes them feel.</li> </ul>

**Greater Depth**

<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"> <li>Perform a rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat (short rhythmic and melodic) patterns.</li> <li>Begin to read pictorial representations of music (e.g. colour-coded bells, music story maps).</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasons why they like some music more than others.</li> </ul>



**Year 1**

<b>Year 1</b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• To use their voice to speak, sing, chant.</li> <li>• To join in with singing.</li> <li>• To clap short rhythmic patterns.</li> <li>• To use instruments to perform a simple piece.</li> <li>• To respond to musical indications about when to play or sing.</li> <li>• To respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To make a range of sounds with their voice.</li> <li>• To make a range of sounds with instruments.</li> <li>• To identify changes in sounds.</li> <li>• To tell the difference between long and short sounds.</li> <li>• To repeat (short rhythmic and melodic) patterns.</li> <li>• To represent sounds pictorially.</li> <li>• To make a sequence of sounds for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• To form an opinion to express how they feel about a piece of music.</li> <li>• To identify what different sounds could represent and give a reason why.</li> <li>• To recognise repeated patterns.</li> <li>• To tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.</li> <li>• To be able to hear the pulse in a piece of music.</li> <li>• To be able to tell the difference between loud and quiet sounds.</li> <li>• To describe how sounds are made and changed.</li> <li>• To respond to different moods in music and say how a piece of music makes them feel.</li> </ul>
<b><i>Greater Depth</i></b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• Perform a rhythm to a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a reason for choosing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify texture – listening for whether there is more than one sound at the same time.</li> <li>• Identify musical structure in a piece of music (verse, chorus, etc)</li> </ul>



Year 2

Year 2		
<i><b>Performing</b></i>	<i><b>Composing</b></i>	<i><b>Appraising</b></i>
<ul style="list-style-type: none"> <li>• To understand the importance of a warm up.</li> <li>• To follow the melody using their voice or an instrument.</li> <li>• To be able to sing songs as an ensemble following the tune (melody) well.</li> <li>• To perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes.)</li> <li>• To play simple rhythmic patterns on an instrument.</li> <li>• To sing/clap a pulse increasing or decreasing in tempo.</li> <li>• To have control when playing instruments.</li> <li>• To perform musical patterns keeping a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• To order sounds to create a beginning, middle and end.</li> <li>• To represent sounds pictorially with increasing relevance.</li> <li>• To choose sounds to achieve an effect (including the use of technology)</li> <li>• To begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</li> <li>• To create short, rhythmic patterns – sequences of long and short sounds.</li> <li>• To be selective in the control used on an instrument in order to create an intended effect.</li> <li>• To create their own symbols to represent sounds.</li> <li>• To choose sounds to create an effect on the listener.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify particular features when listening to music.</li> <li>• To begin to associate sounds they hear with instruments.</li> <li>• To independently identify the pulse in a piece of music and tap along.</li> <li>• To listen carefully to recall short rhythmic patterns.</li> <li>• To begin to recognise and name different instruments by sight.</li> <li>• To evaluate and improve their own work and give reasons.</li> </ul>
<i><b>Greater Depth</b></i>		
<i><b>Performing</b></i>	<i><b>Composing</b></i>	<i><b>Appraising</b></i>
<ul style="list-style-type: none"> <li>• Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple structures e.g. repetition and order in a piece of music?</li> <li>• Know what phrases are where we breathe in a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect.</li> </ul>



Year 3

Year 3		
<i>Performing</i>	<i>Composing</i>	<i>Appraising</i>
<ul style="list-style-type: none"> <li>To sing songs from memory with increasing expression, accuracy and fluency.</li> <li>To maintain a simple part within an ensemble</li> <li>To modulate and control their voice when singing and pronounce the words clearly.</li> <li>To play notes on tuned and untuned instruments with increasing clarity and accuracy.</li> <li>To improvise (including call and response) within a group using the voice?</li> <li>To collaborate to create a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>To create repeated patterns using a range of instruments.</li> <li>To create accompaniments for melodies.</li> <li>To combine different sounds to create a specific mood or feeling.</li> <li>To understand how the use of tempo can provide contrast within a piece of music.</li> <li>To begin to read and write musical notation.</li> <li>To choose, order, combine and control effectively sounds to create different textures.</li> <li>To use silent beats for effect (rests)</li> <li>To combine different musical elements (fast/slow, high/low, loud/soft) in their composition.</li> </ul>	<ul style="list-style-type: none"> <li>To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</li> <li>To evaluate and improve their work, explaining how it has improved using success criteria.</li> <li>To recognise the work of at least one famous composer.</li> <li>To know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</li> <li>To recognise a range of instruments by ear.</li> <li>To internalise the pulse in a piece of music.</li> <li>To recognise the symbol for crochet and crotchet rests.</li> <li>To identify the features within a piece of music.</li> </ul>
<i>Greater Depth</i>		
<i>Performing</i>	<i>Composing</i>	<i>Appraising</i>
<ul style="list-style-type: none"> <li>Sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a simple piece of music that they can recall to use again.</li> <li>Understand metre in 4 beats; then 3 beats.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise changes in sounds that move incrementally and more dramatically.</li> <li>Compare repetition, contrast and variation within a piece of music.</li> </ul>



Year 4

<b>Year 4</b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• To perform a simple part of an ensemble rhythmically.</li> <li>• To sing songs from memory with increasing expression, accuracy and fluency.</li> <li>• To improvise using repeated patterns with increasing accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• To use notations to record and interpret sequences of pitches.</li> <li>• To use standard notation.</li> <li>• To use notations to record compositions in a small group or on their own.</li> <li>• To use notation in a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain why silence is used in a piece of music and say what effect it has.</li> <li>• To start to identify the character of a piece of music.</li> <li>• To describe and identify the different purposes of music.</li> <li>• To begin to identify with the style of work of established composers. (Beethoven, Mozart, Elgar etc)</li> <li>• To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</li> </ul>
<b><i>Greater Depth</i></b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• Use selected pitches simultaneously to produce simple harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use sets of pitches, e.g. 4 or 5 note scales.</li> <li>• Show how they can use dynamics to provide contrast.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how a change in timbre can change the effect of a piece of music.</li> </ul>



**Year 5**

<b>Year 5</b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• To sing and use their understanding of meaning to add expression.</li> <li>• To perform 'by ear' and from simple notation.</li> <li>• To improvise within a group using melodic and rhythmic phrases.</li> <li>• To recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> <li>• To maintain their part whilst others are performing their part.</li> </ul>	<ul style="list-style-type: none"> <li>• To use technology to change sounds or organise them differently to change the effect.</li> <li>• To use their notations to record groups of pitches (chords).</li> <li>• To use a music diary to record aspects of the composition process.</li> <li>• To choose the most appropriate tempo for a piece of music.</li> <li>• To use technology to compose music which meets a specific criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe, compare and evaluate music using musical vocabulary.</li> <li>• To suggest improvements to their own or others' work.</li> <li>• To choose the most appropriate tempo for a piece of music.</li> <li>• To identify and begin to evaluate the features within different pieces of music.</li> <li>• To contrast the work of established composers and show preferences.</li> </ul>
<b><i>Greater Depth</i></b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• Use pitches simultaneously to produce harmony by building up simple chords.</li> <li>• Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the relation between pulse and syncopated patterns.</li> <li>• Identify (and use) patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how tempo changes the character of music.</li> <li>• Identify where a gradual change in dynamics has helped to shape a phrase of music.</li> </ul>



**Year 6**

<b>Year 6</b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• To sing a harmony part confidently and accurately.</li> <li>• To perform using notations.</li> <li>• To take the lead in a performance.</li> <li>• To take on a solo part.</li> <li>• To provide rhythmic support</li> <li>• To perform parts from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that different forms of notation serve different purposes.</li> <li>• To use technology to support their notation.</li> <li>• To combine groups of beats.</li> <li>• To use a variety of different musical devices in their composition.</li> </ul>	<ul style="list-style-type: none"> <li>• To refine and improve their work.</li> <li>• To evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>• To compare and contrast the impact that different composers from different times will have had on the people of the time.</li> <li>• To analyse features within different pieces of music.</li> </ul>
<b><i>Greater Depth</i></b>		
<b><i>Performing</i></b>	<b><i>Composing</i></b>	<b><i>Appraising</i></b>
<ul style="list-style-type: none"> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how a small change of tempo can make a piece of music more effective.</li> <li>• Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise the introductions, interludes and endings for songs and compositions they have created.</li> </ul>