

	WJPS Music Skills progression – Based on Model Music Curriculum			
	Singing	Listening	Composing	Musicianship
EYFS	Sing in a group or on their own. Match the pitch of a note someone is singing sing nursery rhymes and familiar songs	listen carefully to rhymes and songs listen attentively and move to music listen with increased attention to sounds	Create their own songs or improvise around one they know Create collaboratively, sharing ideas, resources and skills	Move to and talk about music, expressing their feelings and responses Try and move in time with music Play instruments with increasing control
Year 1	simple songs & chants 3 and 5 note range call and response	Listen to a range of different styles of music Discuss how the music makes them feel Use appropriate vocabulary to discuss the music Fast/slow/loud/quiet	improvise vocal chants sounds effects to stories difference between rhythm and pitch create rhythm and pitch patterns music tech – capture, combine and create sounds graphic scores	move in time to the beat, show changes in tempo body percussion, tuned and untuned instruments to play patterns copycat, repeating rhythm patterns create word patterns compare high and low follow pictures and symbols when singing and playing
Year 2	5 note range sing with varying dynamics sing using different tempo singing games using cuckoo interval (so-mi)	To be given opportunities to listen to a range of genres of music, including live performance To discuss music using appropriate vocabulary pitch (high/low) Tempo (fast/slow) To discuss how a piece of music makes them feel.	create music using non-musical stimulus partner work – question and answer phrases graphic scores, stick and dot notation music tech – capture, combine and create sounds	move in time to the beat, show changes in tempo show difference between 2 and 3 beat patterns copycat, repeating rhythm patterns create word patterns create and perform using stick notation sing independently in a game or song use movement to show pitch changes dot notation using 3 note tunes
Year 3	sing in unison and 5 note range sing using dynamics sing action songs sing in school assembly	To be given opportunities to listen to a range of genres of music, including live performance To discuss music using appropriate vocabulary tempo, dynamics, pitch, duration, melody, structure	improvise on tuned and untuned instruments create music using variety of stimuli structure ideas with beginning, middle and end 3 note patterns using known rhythms compose accompaniments on untuned percussion	learn to play an instrument play melodies following staff notation (3 notes) understand order of notes copy melodic patterns, fast and slow stave, clef, dot notation to show high and low understand crotchets and quavers link word chants and rhythms
Year 4	sing in unison and octave range sing using crescendo and diminuendo sing rounds and partner songs in 2, 3, 4 time sing in school assembly	To be given opportunities to listen to a range of genres of music, including live performance To discuss music using appropriate vocabulary tempo, dynamics, pitch, duration, melody, structure To use the terms Piano, forte, crescendo, diminuendo,	improvise on their instrument using smooth and detached compose using pentatonic scale use crotchets, quavers, minims and rests to create 2, 3, 4 beat patterns compose music to accompany a photo, drawing or film introduce major and minor chords record ideas using graphics, rhythm & staff notation and/or technology	develop instrumental skills within whole class play melodies following staff notation (5 notes) play in two or more parts within whole class copy melodic phrases using pentatonic scale understand crotchets, quavers, minims and rests play as an ensemble using a pentatonic scales
Year 5	sing a broad range of songs sing in three parts sing rounds, partner and verse/chorus songs sing in school assembly	As above and: To begin to use wider musical vocabulary to describe the music ostinato, broken chords, block chords, coda, etc	improvise over drone and rhythmic groove use wider range of dynamics (pp, mp, mf, ff) compose melodies with rhythmic or chordal accompaniment work with partner to compose in ternary form use chords to evoke mood in a composition record ideas using graphics, rhythm & staff notation and/or technology	play melodies following staff notation (octave) understand how triads are formed play by ear on variety of instruments understand crotchets, quavers, minims, semibreves, semiquavers and rests understand 2/4, 3/4 and 4/4 time signatures play rhythmic phrases using standard note duration symbols
Year 6	sing a broad range of songs, use syncopation sing in 3 and 4 part rounds sing in assembly and to wider audience	As above and: To be able to identify music from different genres and styles To use increasing complex musical vocabulary to describe the music they are listening to	compose music with multiple sections use chord changes as part of sequence improvise 8 beat melodies over fixed groove compose 8 or 16 beat melody using pentatonic scale notate and perform composition compose melodies with rhythmic or chordal accompaniment compose ternary music using technology to create and record	play melodies following staff notation (octave) use dynamics play melodic accompaniment using chords or bass line engage with others in ensemble playing understand crotchets, quavers, minims, semibreves, semiquavers and rests read and play from rhythm cards in 4 parts read and play from notation a 4-bar phrase