

Note: Key Stage 1 follow the Model Music Curriculum. Please click the links below for a more detailed breakdown of their Skills Progression documents.

	Year 1	Year 2
PERFORM	Take part in singing, following the melody accurately. Follow instructions regarding how and when to sing or play an instrument.	Sing or clap to an increasing and decreasing tempo. Sing and follow a melody. Perform simple patterns on an instrument, keeping a steady beat. Imitate changes in pitch.
COMPOSE	Create a mixture of different sounds (long/short, loud/quiet, high/low) Clap short and long rhythms. Create a sequence of long and short sounds.	Create short, rhythmic phrases. Create and develop short musical patterns. Sequence sounds to create an overall effect.
TRANSCRIBE	Use symbols to represent a composition.	Use symbols to represent a composition, referring to them when performing.
DESCRIBE	Recognise changes in tempo. Identify the beat of a tune. Begin to voice opinions about a piece of music.	Recognise changes in timbre, dynamic and pitch. Discuss a piece of music using technical vocabulary (pitch, duration)

[Year 1](#)

[Year 2](#)

Note: Year 3 and 4 follow an adapted version of the Model Music Curriculum alongside whole class tin whistle and recorder tuition respectively. Please click

	Year 3	Year 4
PERFORM	Sing in tune. Pronounce words in a song clearly. Maintain a simple part when performing within a group.	Begin to sing from memory, demonstrating control of voice. Perform with control and awareness of others. Play notes on an instrument with clarity.
COMPOSE	Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use sound to create abstract effects. Begin to use digital technologies to compose pieces of music.	Compose and perform melodic songs. Use drones as accompaniment. Choose, order, combine and control sounds to create effects. Use digital technologies to compose pieces of music.
TRANSCRIBE	Create non-standard symbols to indicate when to play and rest. Recognise symbols for minim, crotchet and semibreve.	Recognise the notes of the stave using mnemonics for EGBDF and FACE
DESCRIBE	Evaluate music using technical vocabulary (pitch, duration, tempo, melody) Discuss how a piece of music affects mood and feelings. Recognise a piece of music from a famous composer.	Describe a piece of music using technical vocabulary (duration, timbre, pitch, beat, tempo, texture and use of silence) Understand layers of sounds and discuss their effect on mood and feeling. Identify and recognise work from a wider variety of great composers.

the links below for a more detailed breakdown of the Skills Progression documents from Charanga.

[Year 3](#)

[Year 4](#)

Note: Year 5 follows an adapted version of the Model Music Curriculum alongside whole class flute tuition taught by DPA. Please click the link below for a

	Year 5	Year 6
PERFORM	Sing or play from memory with confidence. Perform solos or as part of an ensemble. Maintain a part within a round.	Perform parts from memory. Sustain a drone or melodic ostinato to accompany singing. Perform with controlled breathing (singing) and skilful playing (instrument) Sing a harmony part.
COMPOSE	Select elements for a piece in order to gain a defined effect. Combine a variety of musical devices, including melody, rhythm and chords. Use digital technologies to compose, edit and refine a piece of music.	Use a wide range of musical devices in composition. Use digital technologies to compose, edit and refine pieces of music.
TRANSCRIBE	Use standard musical notation to indicate how many beats to play. Understand the purpose of treble and base clefs. Use and understand simple time signatures.	Understand the effects of flats (b) and sharps (#) on notation.
DESCRIBE	Describe a piece of music using a wide range of technical vocabulary, expanding vocabulary to include cyclic patterns. Describe how lyrics reflect cultural context of music and have social meaning. Contrast the work of famous composers and explain preferences.	Expand vocabulary to describe music in cultural context, harmonies and combinations of musical elements. Compare and contrast the impact on people of different historical periods that contemporary composers had.

more detailed breakdown of the Skills Progression documents from Charanga.

[Year 5](#)