

WMS Progression of Music skills					
KS2			KS3		
Y4/5	Y5	Y6	Y7	Y8	Y9
	National Curriculum: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		National Curriculum: Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression		
	Singing: <ul style="list-style-type: none"> Sing in tune in unison Sing two part rounds Sing partner songs Sing in a Year group opera performance Performing: <ul style="list-style-type: none"> Play a brass instrument from C-G Perform as a whole class Play in unison on instruments 	Singing: <ul style="list-style-type: none"> Sing in tune with dynamics Sing in 3 and 4 part rounds Sing partnersongs Performing: <ul style="list-style-type: none"> Play tuned percussion C-C Play in groups of different sizes Hold a harmony or melody line Find notes on a keyboard Play the keyboard C-G using fingers 1-5 	Singing: <ul style="list-style-type: none"> Sing in tune with use of dynamics and expression Sing 4 part rounds Hold a harmony line in a group Performing: <ul style="list-style-type: none"> Play triads using the left hand on a keyboard Play right hand melody parts including chromatic notes 	Singing: <ul style="list-style-type: none"> Sing in tune with an awareness of dynamics, expression and phrasing Hold a harmony line in a small group Sing in ensembles of different sizes, in parts Performing: <ul style="list-style-type: none"> Play triads on a keyboard while playing a right hand melody Pay attention to phrasing and articulation marks 	
	National Curriculum: Improvise and compose music for a range of purposes using the inter-related dimensions of music		National Curriculum: Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions		
	Improvising: <ul style="list-style-type: none"> Improvise over a drone using 3 given notes Composing: <ul style="list-style-type: none"> Compose a rhythmic idea using semibreves, minims, crotchets and quavers Compose thinking about the structure of the piece 	Improvising: <ul style="list-style-type: none"> Improvise over a pentatonic drone Composing: <ul style="list-style-type: none"> Compose a pentatonic melody over an ostinato drone. Compose a melody (DAW) Structure the composition to a story (DAW) 	Improvising: <ul style="list-style-type: none"> Improvise rhythmic patterns in a West African drumming style Composing: <ul style="list-style-type: none"> Compose a notate on the stave a Baroque melody over Pachelbel's Ground Bass Create Mickey Mousing effects for a cartoon creating a comic effect Compose a fanfare for a hero in a film. Compose music using structural forms in a DAW 	Improvising: <ul style="list-style-type: none"> Improvise using the blues scale Improvise syncopated Samba patterns Composing: <ul style="list-style-type: none"> Create a Theme and Variations thinking about structure, dynamics, tempo, timbre, texture 	
	National Curriculum: Children should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.		National Curriculum: Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.		
	Technology: <ul style="list-style-type: none"> Navigate and use basic features of YuStudio Use loops on a DAW Layer sounds to create texture and variety on a DAW 	Technology: <ul style="list-style-type: none"> Compose a bass line on a DAW Create a drum pattern on a DAW Compose a melody on a DAW Export and share DAW music 	Technology: <ul style="list-style-type: none"> Compose a multi-layered composition in a DAW Use digital mixing techniques to balance tracks in a DAW Develop thematic material across the composition in a DAW 	Technology: <ul style="list-style-type: none"> Create a Theme and Variations thinking about structure, dynamics, tempo, timbre, texture Plan and develop an extended music project in a DAW Apply advanced effects in a DAW Justify creative decisions after using a DAW 	
	National Curriculum:		National Curriculum:		

	Use and understand staff and other musical notations		Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices		
	<p>Theory:</p> <ul style="list-style-type: none"> Know the value of semibreves, minims, crotchets, paired quavers and their rests and how they look and sound. Read C-G on the treble stave Use pp, p, mp, mf, f, ff for dynamics and know their Italian words Use English words for tempo markings but andante for slow and allegro for fast Use and understand pitch, pulse, dynamics, tempo from the dimensions of music 	<p>Theory:</p> <ul style="list-style-type: none"> Know the value of semibreves, minims, crotchets, paired quavers, 4 joined semiquavers and their rests. Read music in 2/4, 3/4 and 4/4 time Read C-C on the treble stave Use Italian words for dynamics Use Italian tempo words Find the time signature Identify pitch in terms of high and low Use and understand pitch, pulse, dynamics, tempo, duration, timbre, structure from the dimensions of music Recognise binary form 	<ul style="list-style-type: none"> Theory: Know the value of semibreves, minims, crotchets, paired quavers, 4 joined semiquavers, dotted rhythms and triplet rhythms Read from 1 ledger line below to 1 ledger line above the treble stave Use Italian words for dynamics and changes in dynamics Use Italian words for tempo and changes in tempo Recognise ritornello form 	<p>Theory:</p> <ul style="list-style-type: none"> Read and write rhythmic notation using semibreves, minims, crotchets, paired quavers, 4 joined semiquavers, dotted rhythms, triplets, mixed quaver/semiquaver and syncopated rhythms using quavers Read the lines and spaces of the bass clef Use Italian words for tempo: pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo Use Italian words for changes in dynamics such as crescendo and diminuendo 	
	<p>National Curriculum:</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>		<p>National Curriculum:</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>		
	<p>Listening and History:</p> <ul style="list-style-type: none"> Identify how the music is grouped (2, 3 or 4) Identify pitch in terms of high and low Identify brass instruments when listening Recognise what an opera is 	<p>Listening and History:</p> <ul style="list-style-type: none"> Identify orchestral families Identify Chinese instruments Know Romantic music features and dates Name some Romantic composers Name some Romantic instruments 	<p>Listening and History:</p> <ul style="list-style-type: none"> Describe the timbre of instruments and explain why a composer has chosen that particular timbre Identify orchestral instruments and their families when listening Identify period instruments and their families when listening Know the dates of the Baroque era Name some Baroque composers Identify key features of Baroque music Identify why music is used in film. 	<p>Listening and History:</p> <ul style="list-style-type: none"> Identify how many beats in a bar (2/4, 3/4, 4/4, 6/8) Identify instruments when listening including instruments from different times and places Identify period instruments when listening and describe their timbre and give a possible date for composition based on the instruments Identify structure when listening such as rondo form, theme and variations, ritornello form Recognise instruments in a Samba band Know the dates of the Classical period and how it fits in with the Romantic and Baroque era Name some Classical composers Identify key features of Classical music Identify instruments in the classical orchestra and compare to those in a Baroque orchestra 	