



## Music

	Milestone One (Y1 & Y2)	Milestone Two (Y3 & Y4)	Milestone Three (Y5 & Y6)
<b>To Perform</b>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
<b>To Compose</b>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on</li> </ul>

	<p>effect.</p> <ul style="list-style-type: none"> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<p>to create an effect.</p> <ul style="list-style-type: none"> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<p>the pentatonic scale).</p> <ul style="list-style-type: none"> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<b>To transcribe</b>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>
<b>To describe music</b>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> <p>• Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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Support – Prior to Milestone One

<p><b>P4</b></p> <ul style="list-style-type: none"> <li>• Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</li> <li>• With some support, listen and</li> </ul>	<p><b>P5</b></p> <ul style="list-style-type: none"> <li>• Take part in simple musical performances.</li> <li>• Respond to signs given by a musical conductor.</li> <li>• Pick out a specific musical instrument when asked.</li> <li>• Play loudly, quietly, quickly and slowly</li> </ul>	<p><b>P6</b></p> <ul style="list-style-type: none"> <li>• Respond to other pupils in music sessions.</li> <li>• Join in and take turns in songs and play instruments with others.</li> <li>• Begin to play, sing and move expressively in response to the music or the meaning of words in a song.</li> </ul>	<p><b>P7</b></p> <ul style="list-style-type: none"> <li>• Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures.</li> <li>• Respond to prompts to play faster, slower, louder or softer.</li> <li>• Follow simple</li> </ul>	<p><b>P8</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to music.</li> <li>• Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</li> <li>• Create own simple compositions, carefully selecting sounds.</li> <li>• Create simple graphic</li> </ul>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Begin to build a repertoire of songs.</li> <li>• Explore the different sounds of musical instruments.</li> <li>• Create simple representations of events, people and objects.</li> </ul>
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<p>attend to familiar musical activities and follow and join in familiar routines.</p> <ul style="list-style-type: none"> <li>• Show an awareness of cause and effect in familiar events.</li> <li>• Begin to look for an instrument or noise maker played out of sight.</li> <li>• Repeat, copy and imitate actions, sounds or words in songs and musical performances.</li> </ul>	<p>in imitation.</p> <ul style="list-style-type: none"> <li>• Play an instrument when prompted by a cue card.</li> <li>• Listen to, and imitate, distinctive sounds played on a particular instrument.</li> <li>• Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the range of effects that can be made by an instrument or sound maker.</li> <li>• Copy simple rhythms and musical patterns or phrases.</li> <li>• Play groups of sounds indicated by a simple picture- or symbol-based score.</li> <li>• Begin to categorise percussion instruments by how they can be played.</li> </ul>	<p>graphic scores with symbols or pictures and play simple patterns or sequences of music.</p> <ul style="list-style-type: none"> <li>• Listen and contribute to sound stories.</li> <li>• Improvise and make basic choices about the sound and instruments used.</li> <li>• Make simple compositions.</li> </ul>	<p>scores using pictures or symbols.</p> <ul style="list-style-type: none"> <li>• Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard.</li> <li>• Make and communicate choice when performing, playing, composing, listening and appraising.</li> </ul>	
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Challenge – Used after Milestone 3 (Taken from KS3 curriculum)

<b>Music opportunities</b>	<b>Performing</b>	<b>Composing</b>	<b>Transcribing</b>
<ul style="list-style-type: none"> <li>• Build on their previous knowledge through performing, composing and listening.</li> <li>• Play and perform in solo or ensemble contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).</li> <li>• Develop vocal and/or instrumental fluency, accuracy and expressiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li> </ul>