

Music Milestones Year 1 – Year 6

Strands	Year 1	Year 2	Year 3
Listen and appraise	- Know up to 3 songs by rote. - Know what songs are about. - Know and recognise the sounds and names of some instruments used within songs.	- Know up to 3 new songs by rote. - Know that some songs have a chorus or a response/answer part. - Know that songs have a musical style/genre. - Know how songs can tell a story or describe an idea.	- Know up to 3 new songs by rote. - Recognise the styles of different songs. - Talk in detail about songs – discussing inter-related dimensions used. - Name instruments heard within songs and think about their effect. - Listen carefully and respectfully to other peoples' opinions.
Inter-related dimensions of music	- Know that music has a steady pulse like a heartbeat. - Know that we can create rhythms from words, our names, favourite foods, colours and animals. - Begin to recognise that pitch is high and low sounds.	- Know how rhythms are different from the steady pulse. - Change the pitch when singing and playing instruments. - Through composition, introduce terms dynamics and tempo.	- Know how pulse, rhythm and pitch work together to create songs. - Identify texture, dynamics, tempo, rhythm and pitch within songs listened to.
Singing	- Sing songs from memory. - Sing in unison. - Know that you can make different types of sounds with your voices – rap or say words in rhythm.	- Use voices to sing notes of different pitches. - Recognise that unison is singing altogether. - Find a comfortable singing position.	- Sing in unison and in simple two parts. - Demonstrate good singing posture. - Enjoy exploring singing solo.

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	● Start and stop singing when following a leader.	● Recognise the importance of warming our voices.	● Sing with awareness of being 'in tune.' ● Have an awareness of the pulse when singing.
Playing	● Treat instruments carefully and with respect. ● Play an instrumental part that matches ability. (tuned or untuned) ● Follow musical instructions from a leader.	● Know the names of the notes being used in an instrumental part. ● Know the names of untuned percussion used. ● Play instrumental parts in time with the pulse. ● Begin to explore the glockenspiel as a tuned instrument.	● Play any one (choice of four) differentiated parts on a tuned instrument (glockenspiel). ● Play a tuned instrument using notation or from memory. ● Rehearse and perform a chosen part within the context of the song.
Improvising	● Improvise by listening and clapping own rhythms. ● Improvise by singing using one or two notes. ● Take turns to improvise.	● Continue to build on improvisation skills. ● Develop improvisation up to a count of 8.	● Take it in turns to improvise using up to 3 different notes. ● Recognise that improvisation using the notes you are given means you cannot be wrong. ● Know that using one or two notes confidently is better than using many.
Composition	● Create a simple melody using one or two notes. ● Record composition in any way. ● Add own ideas to performances – selecting instruments and positions.	● Create a simple melody using up to 3 different notes. ● Know how notes can be written down and changed if necessary. ● Begin to understand dynamics and tempo.	● Work as a group to create a simple melody using up to 5 notes. ● Plan and create a section of music that can be performed. ● Explain how and why composition was created.

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			● Make musical decisions linked to the inter-related dimensions. ● Record composition in any way.
Performing	● Start to work together as part of an ensemble. ● Show some awareness of an audience. ● Share feelings about own and others' performances.	● Continue to work together as part of an ensemble. ● Include improvisation and/or composition as part of a performance. ● Practise, rehearse and present with awareness of audience. ● Offer helpful and thoughtful comments.	● Communicate meaning of words and clearly articulate them. ● Make choices about where to perform and how to perform (standing, sitting) ● To record and reflect on their own and others' performances.
Strands	Year 4	Year 5	Year 6
Listen and appraise	● Recognise how the inter-related dimensions work together within songs. (chorus is louder, verses are quieter) ● Explain in detail how the music makes you feel and the reasons for this. ● Use musical vocabulary when discussing. ● Identify the sections within songs. (chorus, verse, bridge)	● Compare two songs in the same style and discuss similarities and differences, musically. ● Use a developing musical vocabulary. ● Focus and reflect on the meanings of songs and their purpose. (relate to feelings.)	● Reflect on the historical context of songs. (What else was going on at the time, musically and historically?) ● Continue to compare songs in the same style and discuss what stands out musically in them. ● Reflect on own musical identity.

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Inter-related dimensions of music	- Continue to recognise how pulse, rhythm and pitch work together within songs. - Confidently keep the internal pulse when exploring songs. - Identify how texture, dynamics, tempo, rhythm and pitch work together within songs.	- Identify how texture, dynamics, tempo, rhythm, pitch and structure work together and connect within songs. - Move to the pulse with ease. - Explore syncopated rhythm patterns. (off beat)	- Identify how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. - Explore syncopated rhythm patterns in more detail. (off beat)
Singing	- Sing in unison and in two parts. - Understand the logistics of singing as a group (choir). - Re-join songs when lost. - Listen to the group when singing. - Know that a solo singer makes a thinner texture than a whole group.	- To sing in unison and sing backing vocals or lead vocals. - Experience rapping and solo singing. - Be aware of how you fit into a group when singing. - Have a strong awareness of being 'in tune.'	- To sing in unison and sing backing vocals or lead vocals. - Experience rapping and solo singing. - Recognise meaning of lyrics and display this through singing. - Confidently sing parts from memory. - Lead singing within a group or whole class.
Playing	- Continue to learn how to play any one (choice of four) differentiated parts on a tuned instrument (glockenspiel). - Play a tuned instrument using notation or from memory. - Rehearse and perform a chosen part within the context of the song.	- Play the recorder with the correct technique within the context of the songs learnt. - Choose and learn an instrumental part from memory or using notation. - To lead a rehearsal section within a small group.	- Confidently play the recorder with the correct technique. - Choose and learn an instrumental part from memory or using notation. - Show understanding of instruments that would be played within different contexts. What type of music

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	● Experience leading the playing by ensuring everyone plays in the correct section of a song.	● Recognise different ways of writing music. (staff notation, symbols)	would be suitable for a recorder?
Improvising	● Continue to take it in turns to improvise using up to 3 different notes. ● Know that using one or two notes confidently is better than using many. ● To use some of the riffs explored in improvisations.	● To identify musicians known for improvising. ● Improvise confidently using up to 3 notes on instruments. (recorder, glockenspiel, percussion) ● Improvise with a feeling for style.	● To identify musicians known for improvising and use some of their work to create ideas. ● Improvise confidently using up to 3 notes on instruments. (recorder, glockenspiel, percussion). Select instruments for purpose. ● Improvise with a feeling for style.
Composition	● Work as a group to create a simple melody using up to 5 notes. ● Plan and create a section of music that can be performed either solo or as an ensemble. ● Listen to and reflect upon the developing composition and make musical decisions. (linked to inter-related dimensions.) ● Record the composition in any way that recognises the connection between sound and symbol.	● Create simple melodies and simple rhythms linked to the style of music. ● Explain the key note or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Continue to develop knowledge of notation – connection between sound and symbol. ● Record composition using notation.	● Recognise that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Continue to develop knowledge of notation – connection between sound and symbol. ● Record composition using notation.

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Performing	● Present a musical performance designed to capture the audience. ● Make informed and sensible choices, based on experience, about where to perform and how to perform (standing, sitting) ● To record and reflect on their own performances and use to inform future performances.	● Focus on the best use of the venue. ● Record performances and compare to previous performances. (use Charanga assessment tool) ● Discuss and talk musically about their performance. (What went well? What could I have done better?)	● Choose what to perform and create a programme. ● Focus on a good venue/room to use and explain why. ● Decide on how the performance will be recorded and who will be there. ● Use previous performances to improve.
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