

## Music Milestones Broken down into Year Groups

	Milestone 1	In Year 1	In Year 2
To listen & Appraise	<p>To listen, review and perform music across a range of historical periods.</p> <p>To perform a range of different music across a range of periods and genres.</p> <p>To investigate different genres, styles and traditions, including the works of the great composers and musicians.</p>	<p>Children will begin to recognise very basic styles, they will try to find the pulse, recognise instruments, listen and discuss other dimension of music.</p> <p>Throughout all units in Year 1.</p> <p>Children will start to identify/recognise different instruments used.</p> <p>Children will begin to use basic musical language to describe the music they are listening to and express feelings towards it.</p> <p>Children will begin to discuss and have some understanding of the dimension of music they are listening to (pulse, rhythm, pitch and perhaps tempo and dynamics).</p>	<p>Children will begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimension of music.</p> <p>Throughout all units in Year 2.</p> <p>Children will begin to recognise very basic style indicators and to start to recognise different instruments played. Styles are to include:</p> <ul style="list-style-type: none"> <li>• South African</li> <li>• Rock</li> <li>• Reggae</li> <li>• Early Classical</li> <li>• 20<sup>th</sup> Century Contemporary Classical</li> </ul> <p>Children will begin to use basic musical language to describe the music they are listening to and express feelings towards it.</p> <p>Children will begin to discuss and have some understanding of the dimension of music they are listening to (pulse, rhythm, pitch and perhaps tempo and dynamics).</p>
To perform	<p>To learn to sing and to use their voices and to take part in singing, accurately following the melody.</p> <p><i>To understand and explore how music is created, produced and communicated through pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p> <p><i>To have the opportunity to learn a musical instrument to progress to the next level of excellence.</i></p> <p>To follow instructions on how and when to sing or play an instrument.</p> <p>Imitate changes in pitch. Make and control long and short sounds, using voice and instruments.</p>	<p>Children will begin to understand how pulse, rhythm and pitch and perhaps dynamics work together and how they are 'sprinkled' through songs and music.</p> <p>Children will learn to use different instruments: tuned and un-tuned (Glocks, recorders or band instruments) and to start to learn to play in a band or ensemble.</p> <p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will work within a group, stopping and starting as appropriate and begin to follow a conductor</p> <p>Children will begin to learn to improvise with their voices and their musical instruments and to understand what improvise means (not written down but using your own tune and/or</p>	<p>Children will demonstrate a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and how they are 'sprinkled' through songs and music.</p> <p>Children will continue to learn to use different instruments: tuned and un-tuned (Glocks, recorders or band instruments) and to start to learn to play in a band or ensemble.</p> <p>Children will continue to learn to use their voices as part of a group and begin to develop the confidence to sing solo. They will sing with a good sense of the pulse internally and to sing in time with the music.</p> <p>Children will continue to explore and create simple musical sounds with voices and instruments, improvising using very simple patterns on</p>

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		<p>rhythm).</p> <p>Children will experiment with selected and combining sounds when performing with their musical instruments.</p> <p>Children will start to work together as part of a band/ensemble and to attempt to start and end together.</p> <p>Children will rehearse and present performances with some awareness of an audience.</p>	<p>the musical instrument and/or voice.</p> <p>The children will continue to perform their own rhythms, with increasing confidence and understanding, within the group they are working in.</p> <p>Children will understand the importance of starting and ending together.</p> <p>Children will play together (improvised or as part of a composition) with as much confidence as possible.</p> <p>Children will continue to practise and rehearse with a greater awareness of an audience.</p>
To compose	<p>To create a sequence of long and short sounds.</p> <p>To clap rhythms.</p> <p>To create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>To choose sounds to create an effect.</p> <p>To sequence sounds to create an overall effect.</p> <p>To create short, musical patterns.</p> <p>To create short, rhythmic phrases.</p>	<p>Children will start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p> <p>Children will clap back simple rhythms.</p> <p>Children will create own compositions using a couple of notes.</p> <p>They will demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate to the context of creating and making music: e.g., getting louder and quieter (dynamics), becoming higher or lower (pitch).</p> <p>Children will record the composition in any way appropriate.</p>	<p>Children will continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p>Children will clap back simple rhythms with increasing knowledge and confidence.</p> <p>Children will move beyond composing using one or two notes increasing to more, if appropriate.</p> <p>Children will create their own simple rhythms with increasing knowledge and confidence.</p> <p>The children will musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate to the context of creating and making music: e.g., getting louder and quieter (dynamics), becoming higher or lower (pitch) and using different tempos (faster or slower).</p> <p>Children will record the composition in any way appropriate.</p>
To transcribe	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Children will begin to notate music in different ways using graphic/video, ICT.</p> <p>Children will begin to have a simple grasp between the</p>	<p>Children will continue to notate music in different ways using graphic/video, ICT.</p> <p>Children will continue to recognise and identify the</p>

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		shape and pitch using graphic notation.	awareness of a link between shape and pitch using graphic notation.
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	Milestone 2	In Year 3	In Year 4
To Listen & Appraise	<p>To listen to and appreciate a variety of musical styles from different times and traditions.</p> <p>To continue to recognise the sound of musical instruments and basic features of key musical styles.</p> <p>To encourage and use more accurate musical language.</p> <p>To investigate different genres, styles and traditions, including the works of the great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>	<p>The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles are to include:</p> <ul style="list-style-type: none"> <li>• R 'n' B</li> <li>• Rock</li> <li>• Reggae</li> <li>• Pop</li> <li>• Film/Classical</li> <li>• Musicals</li> <li>• Motown</li> <li>• Soul</li> <li>• Disco</li> <li>• Funk</li> <li>• Hip Hop</li> <li>• Big Band Jazz</li> </ul> <p>Children will continue to find the pulse and understand what it does.</p> <p>Children will continue to recognise basic style indicators and continue to recognise different instruments.</p> <p>Children will use a more accurate musical language to describe and talk about music.</p> <p>Children will continue to deepen their understanding of the dimensions of music and how they fit into music: pulse – a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</p>	<p>The children will continue to recognise basic style indicators and continue to recognise different instruments. The children will deepen their knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure. Styles are to include:</p> <ul style="list-style-type: none"> <li>• ABBA</li> <li>• Grime</li> <li>• Beatles</li> <li>• Gospel</li> <li>• Classical Romantic</li> <li>• Tango</li> <li>• Hip Hop</li> <li>• Early Classical Music</li> <li>• Early 20<sup>th</sup> Century Contemporary Classical Music</li> </ul> <p>Children will continue to find the pulse and understand what it does.</p> <p>Children will use a more accurate musical language to describe and talk about music.</p> <p>Children will continue to deepen their understanding of the dimensions of music and how they fit into music. They will begin to give specific reference to musical dimensions: pulse – a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure.</p>
To perform	<p>To learn to sing from memory with accurate pitch, showing control of voice and to pronounce words within a song clearly.</p> <p>To use their voices to create and compose music on their own and with others.</p> <p>To learn a musical instrument, use technology appropriately and have the opportunity to progress to the</p>	<p>Children will continue to understand how pulse, rhythm and pitch work together to create music.</p> <p>Children will continue to sing songs and raps together in a group/ensemble.</p> <p>Children will sing with a good sense of the pulse internally and sing together and in time</p>	<p>Children will continue to build upon previous learning about how pulse, rhythm and pitch work together to create music.</p> <p>Children will learn and understand more about preparing to sing and to explore a range of vocal activity, e.g., rapping and beat-boxing.</p>

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	<p>next level of musical excellence.</p> <p>To maintain a simple part within a group, both singing and with a band or ensemble.</p> <p>To play notes on an instrument with care so that they are clear.</p> <p>To perform with control and awareness of others.</p>	<p>with the group.</p> <p>Children will have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs and music.</p> <p>Children will copy and play simple rhythms and create their own rhythm.</p> <p>Children will play using a variety of instruments as part of a band or ensemble.</p> <p>Children will continue to learn that improvisation is making up your own tune or rhythm.</p> <p>Children will practise, rehearse and present performances with awareness of an audience and begin to realise that performance can influence how music is presented.</p> <p>Children will communicate ideas, thoughts and feelings through simple musical demonstrations.</p> <p>Children will perform to a large audience in a performance venue.</p>	<p>To be able to sing as a soloist and as part of a larger group and/or in parts.</p> <p>Children will sing with a good sense of the pulse internally and sing together and in time with the group and to be able to begin singing in two parts.</p> <p>Children will learn to play an instrument through whole class tuition and create a performance to parents at the end of the unit of work. This will be based on world music such as African drums.</p> <p>Children will continue to deepen their understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs, instrumental playing and music.</p> <p>Children will confidently copy and play simple rhythms and create their own rhythm with increased confidence and knowledge.</p> <p>Children will perform using a variety of instruments as a soloist and as part of a band or ensemble. They will be able to develop playing in unison and in two parts.</p> <p>The children will continue to invent musical ideas within improvisation.</p> <p>Children will present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</p> <p>Children will continue to practise, rehearse and present performances with awareness of an audience and begin to realise that performance can influence how music is presented.</p> <p>Children will continue to communicate ideas, thoughts and feelings through simple</p>
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			<p>musical demonstrations.</p> <p>Children will perform to a large audience in a performance venue.</p>
To compose	<p>To compose and perform melodic songs.</p> <p>To use sound to create abstract effects.</p> <p>To create repeated patterns with a range of instruments.</p> <p>To create accompaniments for tunes.</p> <p>To use drones as accompaniments.</p> <p>To choose, order, combine and control sounds to create an effect.</p> <p>To use digital technologies to compose pieces of music.</p>	<p>Children will continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p>Children will create their own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>Children will continue to compose their own slightly complex melodies (usually in a group) within the context of the song that is being learnt.</p> <p>Children are to move beyond compositions with two notes, increasing to three where appropriate, beginning to create their own tunes and melodies.</p> <p>The children will musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate to the context of creating and making music: e.g., getting louder and quieter (dynamics), becoming higher or lower pitch and using different tempos (faster or slower).</p>	<p>Children will continue inventing musical ideas within composition. They can be recorded in sound or written using appropriate notation.</p> <p>Children will continue to create their own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>Children will compose a section of music that can be added to a performance of a song.</p> <p>Children are to continue to move beyond compositions with two notes, developing to three where appropriate, creating more complex tunes and melodies.</p> <p>The children will continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate to the context of creating and making music: e.g., getting louder and quieter (dynamics), becoming higher or lower pitch and using different tempos (faster or slower).</p>
To transcribe	<p>To devise non-standard symbols to indicate when to play and rest.</p> <p>To recognise the notes EGBDF and FACE on the musical staff.</p> <p>To recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Children are to begin to understand the basics and foundations of notations.</p> <p>Children will begin to understand how notes on a staff correlate to notes on a keyboard/Glock.</p> <p>Children will begin to investigate the length of notes and how these play out in a piece of music, linking to their composition and performance within their band or ensemble.</p>	<p>Children are to continue to develop their understanding the basics and foundations of notations.</p> <p>Children will continue to develop their understanding on how notes on a staff correlate to notes on a keyboard/Glock.</p> <p>Children will develop their understanding and Knowledge of the length of notes and will continue to learn how these play out in a piece of music, linking to their composition and performance within their band or ensemble.</p>

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	Milestone 3	In Year 5	In Year 6
To Listen & Appraise	<p>To listen to and appreciate a variety of musical styles from different times and traditions.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <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> <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>To investigate different genres, styles and traditions, including the works of the great composers and musicians.</p> <p>To develop an understanding of the history of music.</p>	<p>Children will continue to recognise key features of different musical styles and recognise different instruments.</p> <p>Children will listen confidently to recognise and identify different style indicators in music.</p> <p>Children will continue to develop correct musical language to talk about music.</p> <p>Children will understand, discuss and give examples and show how pulse, rhythm and pitch fit together. They will also include; tempo, dynamics, timbre, texture and structure of the music.</p> <p>Children will be able to find the pulse confidently.</p>	<p>Children will demonstrate their increasing depth of knowledge and understanding of style indicators along with different musical instruments within a piece of music.</p> <p>Children will deepen their knowledge and ability to use musical language when discussing music.</p> <p>Children will show a deeper understanding of and ability to discuss and give examples and show how pulse, rhythm and pitch fit together. They will also include; tempo, dynamics, timbre, texture and structure of the music.</p> <p>Children will be able to find the pulse confidently and independently.</p>
To perform	<p>To sing or play from memory with confidence.</p> <p>To perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p>	<p>Children will continue to develop their ability to improvise with both voices and instruments.</p> <p>Children will be able to copy a rhythm over the pulse.</p> <p>Children will have a deeper</p>	<p>Children will continue to deepen their ability to improvise with both voices and instruments.</p> <p>Children will grow in confidence to be able to copy a rhythm over the pulse.</p>

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	<p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and 7stinat playing (instrument).</p>	<p>understanding on how pulse, rhythm and pitch, dynamics and tempo work together through the music.</p> <p>Children will be able to sing with a good sense of pulse and sing in time with a group. They will understand the importance of clear dictation and tuning.</p> <p>Children will be able to perform and interpret a song musically.</p> <p>Children will be able to follow a conductor successfully and begin to learn how to lead a group.</p> <p>Be able to sing together with confidence with increasingly difficult words and melody</p> <p>They will have a greater understanding of melody, the words and their importance and how to interpret a song musically.</p> <p>Children will be able to play as part of a band or ensemble and play with increasing knowledge, confidence and ease.</p> <p>To play musical instruments with increasing accuracy, fluency, maintaining an appropriate pulse.</p>	<p>Children will have a deeper understanding on how pulse, rhythm and pitch, dynamics and tempo work together through the music.</p> <p>Children will be able to sing with a good sense of pulse and sing in time with a group. They will understand the importance of clear dictation and tuning.</p> <p>Children will continue to be able to perform and interpret a song musically.</p> <p>Children will be able to follow a conductor successfully and will develop their confidence in leading a group.</p> <p>Be able to sing together with confidence with increasingly difficult words and melody</p> <p>They will have a greater understanding of melody, the words and their importance and how to interpret a song musically.</p> <p>Children will confidently be able to play as part of a band or ensemble and play.</p> <p>To play musical instruments with increasing accuracy, fluency, maintaining an appropriate pulse.</p>
<p>To compose</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic 7stinato (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Children will be able to clap/play simple and more complex rhythms and confidently create their own rhythmic patterns when asked and to lead others when appropriate.</p> <p>To confidently create own melodies within a song.</p> <p>To select appropriate instruments for a given task to gain the defined effect.</p> <p>To use voice, sounds, technology and instruments in creative ways and to record these compositions.</p>	<p>Children will be develop further their ability to clap/play more complex rhythms and confidently create their own rhythmic patterns when asked and to lead others when appropriate.</p> <p>To deepen their knowledge of creating their own melodies within a song.</p> <p>To independently select appropriate instruments for a given task to gain the defined effect.</p> <p>To continue to use voice, sounds, technology and instruments in creative ways and to record these compositions.</p>

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To transcribe	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>Use and understand simple time signatures.</p>	<p>To use the different musical notation of different lengths of notes and use these to create different rhythms in composition.</p> <p>To begin to use the standard notation, developing an understanding of how notes are displayed on a musical stave.</p> <p>To begin to show an understanding of the different types of notes on a keyboard and how these can be used to create different effects.</p> <p>To further understanding of the pulse through using simple time signatures in their work to indicate the overall rhythm of the piece.</p>	<p>To continue to use and develop the different musical notation of different lengths of notes and use these to create different rhythms in composition.</p> <p>To continue to use the standard notation, developing an understanding of how notes are displayed on a musical stave.</p> <p>To continue to show an understanding of the different types of notes on a keyboard and how these can be used to create different effects.</p> <p>To deepen their understanding of the pulse through using simple time signatures in their work to indicate the overall rhythm of the piece.</p>

We use the Charanga schemes of work to support our music teaching throughout the school. All the modules in Charanga, from Reception through to Year 6, are organised in the same way, to create uniformity and consistency throughout the year groups and to allow for a clear progression of skills.

Our teaching adheres to the following pattern throughout each unit of work:

- Listen and Appraise: to listen to and begin to recognise styles, instruments and the different dimensions of music
- Musical Activities:
  - Games: Warm-up games, Pulse, Rhythm, Pitch, Tempo, and Dynamics.
  - Singing: Develop children's ability to sing in a group/ensemble and to continue to develop their understanding of looking after their voices
  - Playing: Learn to play an instrument in a group/band/ensemble
  - Improvisation: to create own melodies and rhythms
  - Composition: to create their own melodies and rhythms and to develop the ability to use notation symbols
- Perform/Share: to work together to play a piece as a band/ensemble and to discuss and evaluate performances to improve them