Music

Objectives	Milestone 2	Milestone 3	Milestone 4	Milestone 5
Year Groups	Y1 – Y2	Y3 – Y4	Y5 – Y6	Y6+
Listen and Appraise	• To listen with direction. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music. • To start to use the correct musical language to suit the style of music being learnt about. • To start to recognise different instruments. • To start to recognise and explore varied musical styles and traditions and their basic style indicators. • To start to develop an understanding of the history and context of music. • Listen to high quality live and recorded music	• To listen with direction to a wide range of high-quality music. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types. • To build on the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music. • To recognise different instruments. • To confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • To continue to develop an understanding of the history and context of music. • Listen and recall sounds	• To listen with direction to a wide range of high-quality music. • To find the pulse of a piece of music, using movement, understanding that pulse is the foundation of all music and that pulses will vary in music types. • To use the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music. • To confidently recognise different instruments. • To confidently recognise and explore many varied musical styles and traditions and their basic style indicators. • To continue to develop an understanding of the history and context of music. • Listen with attention to detail and recall sounds with increasing aural memory	• To listen with increasing discrimination to a wide range of high-quality music, from great composers and musicians. • To develop a deeper understanding of the context and history of music.
Perform	• To work together in an ensemble/band. • To appreciate the importance of starting and ending together by learning to follow the conductor/band leader. • To sing and play instruments to an audience.	• To work together in an ensemble/band and perform solo pieces using their voice or an instrument. • To appreciate the importance of starting and ending together. • To sing and rap – in one or two parts – to each other and to an audience. • To sing/play simple rhythms on instruments with the beginnings of control and accuracy to an audience. • To improvise with growing confidence as part of a performance. • To appreciate that performance can influence how music is presented.	• To work together in an ensemble/band and perform solo pieces using their voice or an instrument. • To appreciate the importance of starting and ending together. • To sing and rap – in one or two parts – to each other and to an audience. • To sing/play simple rhythms on instruments with control and accuracy to an audience. • To improvise confidently as part of a performance. • To appreciate that performance can influence how music is presented.	• To perform confidently in a range of solo and ensemble contexts, using their voice and instruments. • To perform musically, fluently and with accuracy and expression.
Sing	• To learn appropriate songs, rhymes and raps for their age group. • To understand the importance of warming up their voices, good posture and projecting their voices. • To start to sing in two parts.Y1	• To have a good understanding of working together in an ensemble or as a group singing. • To understand the importance of warming up their voices, good posture and projecting their voices. • To sing songs and melodies musically, with increasing difficulty and growing musical understanding. • To sing in two parts.	• To have a solid understanding of working together in an ensemble or as a group singing. • To understand the importance of warming up their voices, good posture and projecting their voices. • To sing songs and melodies musically, with increasing difficulty and solid musical understanding.	• To sing musically, in a number of parts, understanding how the parts fit together.

			• To sing in two parts, understanding how the two parts fit together.	
Learn a Musical Instrument	• To use classroom percussion (tuned and untuned) to play accompaniments and tunes, using correct techniques.Y1 • To improvise and compose (explore and create musical sounds). Y2 • To play different parts within a band or ensemble.Y2	• To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques. • To improvise and compose (explore and create musical sounds). • To play different parts within a band or ensemble. • To play and perform in solo.	• To use classroom percussion, mainly tuned, to play accompaniments and tunes, using correct techniques. • To improvise and compose (explore and create musical sounds). • To play different parts within a band or ensemble. • To play and perform in solo.	• To play a range of musical instruments confidently.
Improvisation	• To explore and create musical sound with their voices and instruments.Y1 • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). Y2 • To improvise within a group at first, building up to individual work.Y2	• To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory. • To improve with 2 notes and building to 3.	• To explore and create musical sound with their voices and instruments. • To understand that when you improvise, you make up your own tune within boundaries. (the tune is not written down or noted as this will make it a composition). • To improvise within a group at first, building up to individual work, reproducing sounds from an increasing aural memory. • To improve with 5 notes or a pentatonic scale. • To understand musical improvisation – a melody or tune that makes sense.	• To improvise by drawing on a range of musical structures, styles, genres and traditions.
Composition	• To begin to create their own tunes and melodies within the context of the song they are learning.Y2 • To start composing using two notes, increasing to three notes and beyond if required.Y2 • To record compositions in any appropriate ways.Y1/2 • To notate music in different ways – using graphic/pictorial notation, ICT or with formal notation if appropriate.Y2	• To create their own tunes and melodies within the context of the song they are learning. • To compose using three notes and beyond if required. • To record compositions in any appropriate ways. • To notate music in different ways – using graphic/pictorial notation, ICT or with formal notation.	• To create their own tunes and melodies within the context of the song they are learning. • To compose using five notes. • To record compositions in any appropriate ways. • To notate music in different ways – using graphic/pictorial notation, ICT and with formal notation.	• To compose by drawing on a range of musical structures, styles, genres and traditions. • To compose using a full range of formal notation.
Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate	• To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. • To start to find the pulse within a context of different songs/pieces of music. • To begin to understand, by copying, that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To begin to understand that pitch is high and low sounds. • To start to understand how pulse, rhythm and pitch work together. • To start to understand the basics of formal notation.	• To play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed. • To find the pulse within a context of different songs/pieces of music. • To understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To understand that pitch is high and low sounds.	• To start to find the pulse within a context of different songs/pieces of music with ease. • To begin to understand that rhythm is long and short sounds that happen over the pulse (steady beat). The pulse does not change within the context of the song/piece of music, but the rhythm does. • To understand that pitch is high and low sounds. • To understand how pulse, rhythm and pitch work together. • To understand the basics of formal notation.	• To understand and use the full range of staff notation. • To understand, identify and use tonalities and different types of scales.

musical notations.		• To understand how pulse, rhythm and pitch work together. • To start to understand the basics of formal notation.		