

**Curriculum Milestones- Music**

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| **Expressive Arts and Design** |
| **Nursery** | Listen with increased attention to sounds.Respond to what they have heard, expressing their thoughts and feelings.Remember and sing entire songs.Sing the pitch of a tone sung by another person (pitch match).Sing the melodic shape of familiar songs.Create their own songs, or improvise a song around one they know.Play instruments with increasing control to express their feelings and ideas.Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (Physical Development) |
|  | Understanding Music | Listening | Singing | Notation | Improvising and Composing | Performing |

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| **Reception** | * Find and keep the pulse in different ways.
* Know that we can move with the pulse of the music.
* Copy basic rhythm patterns of single words, building to short phrases from the song/s.
 | * Learn that music can touch your feelings.
* Enjoy moving to music by dancing, marching, being animals or Pop stars.
* know that the words of songs can tell stories and paint pictures
* Listen to high-pitched and low-pitched sounds on a glockenspiel.
* Begin to notice that songs have sections.
* Record the performance to talk about.
 | * Sing or rap nursery rhymes and simple songs from memory.
* Explore different voices – speaking, shouting, singing, and whispering.
* To know the stories of some of the nursery rhymes.
 |  | * Explore high and low using voices and sounds of characters in the songs.
* Play with two pitched notes to invent musical patterns.
 | * Enjoy and perform any of the nursery rhymes by singing and adding actions or dance.
* Perform any nursery rhymes or songs adding a simple instrumental part.
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| **Year 1** | * Use body percussion, instruments and voices.
* Find and keep a steady beat together.
* Understand the difference between creating a rhythm pattern and a pitch pattern.
* Copy back simple rhythmic patterns using long and short.
* Copy back simple melodic patterns using high and low.
* Complete vocal warm-ups.
 | * Move and dance with the music.
* Find the steady beat.
* Talk about feelings created by the music.
* Recognise some band and orchestral instruments.
* Describe tempo as fast or slow.
* Describe dynamics as loud and quiet.
* Begin to understand about different styles of music and where the music fits in the world.
 | * Sing, rap, rhyme, chant and use spoken word.
* Sing songs from memory.
* Copy back intervals of an octave and fifth (high, low).
* Sing in unison.
 | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation or graphic scores.
 | * Explore improvisation using three notes.
* Improvise simple vocal patterns using 'Question and Answer' phrases.
* Understand the difference between creating a rhythm pattern and a pitch pattern.
* Use music technology, if available, to capture, change and combine sounds.
 | * Enjoy and have fun performing.
* Choose a song/songs to perform to a well-known audience.
* Prepare a song to perform.
* Communicate the meaning of the song.
* Add actions to the song.
* Play some simple instrumental parts.
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| **Year 2** | * Use body percussion, instruments and voices.
* Find and keep a steady beat.
* Copy back simple rhythmic patterns using long and short.
* Copy back simple melodic patterns using high and low.
* Complete vocal warm-ups.
 | * Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.
* Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
* Move and dance with the music confidently.
* Talk about how the music makes you feel.
* Describe tempo as fast or slow.
* Describe dynamics as loud or quiet.
* Recognise some band and orchestral instruments
* Start to talk about the style of a piece of music and where music might fit into the world.
 | * Sing songs from memory and/or from notation.
* Sing to communicate the meaning of the words.
* Sing in unison and sometimes in parts, and with more pitching accuracy.
* Understand and follow the leader or conductor.
* Add actions to a song.
* Talk about feelings created by the music/song.
* Begin to understand where the music fits in the world.
* Begin to talk about and understand the style of the music.
* Be able to demonstrate the meaning of dynamics (loud/quiet) and tempo (fast/slow) when singing.
 | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation and graphic scores.
* Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of notes.
* Identify hand signals as notation, and begin to recognise music notation on a stave of five lines.
 | * Explore improvisation using three notes.
* Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
* Use music technology, if available, to capture, change and combine sounds.
* Use notation, if appropriate, to create a simple rhythmic and melodic patterns using crotchets and minims:
 | * Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
* Decide on any actions, instrumental ideas to be practised and included in the performance.
* Talk about what the song means and why it was chosen to share.
* Talk about the difference between rehearsing a song and performing it.
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| **Year 3** | * Use body percussion, instruments and voices.
* Find and keep a steady beat.
* Copy back and improvise simple rhythmic patterns using minims, crotchets and quavers.
* Copy back and improvise simple melodic patterns using a small group of notes.
 | * Share your thoughts and feelings about the music together.
* Find the beat or groove of the music.
* Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
* Invent different actions to move in time with the music.
* Talk about what the song or piece of music means.
* Identify some instruments you can hear playing.
* Identify if it’s a male or female voice singing the song.
* Talk about the style of the music.
 | * Sing as part of a choir.
* Sing a widening range of unison songs, of varying styles and structures.
* Perform actions confidently and in time to a range of action songs.
* Sing songs from memory and/or from notation.
* Sing with awareness of following the beat.
* Sing with attention to clear diction.
* Sing expressively, with attention to the meaning of the words.
* Sing in unison and in parts.
* Understand and follow the leader or conductor.
* Copy back simple melodic phrases using the voice.
 | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
* Explore standard notation, using minims, crotchets and quavers.
* Identify a stave, treble clef, time signature, lines and spaces on the stave.
* Apply spoken word to rhythms, understanding how to link each syllable to one musical note.
 | * Explore improvisation within a major scale using three to five notes.
* Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments)
* Compose over a simple groove and over a drone.
* Structure musical ideas to create music that has a beginning, middle and end or AB form.
* Use music technology, if available, to capture, change and combine sounds.
* Use simple dynamics.
* Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
* Create a simple melody using crotchets, minims and paired quavers.
 | * Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
* Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
* Include any actions, instrumental parts/improvisatory ideas within the rehearsal and in the performance.
* Talk about what the song means and why it was chosen to share.
* Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.
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| **Year 4** | * Use body percussion, instruments and voices.
* Find and keep a steady beat.
* Listen and copy rhythmic patterns made of minims, crotchets and quavers, by ear or from notation.
* Copy back melodic patterns using a wider range of notes.
 | * Talk about the words of a song.
* Think about why the song or piece of music was written.
* Find and demonstrate the steady beat.
* Identify 2/4, 3/4, and 4/4 metre.
* Identify the tempo as fast, slow or steady.
* Discuss the structures of songs: eg call and response,
* Explain what a main theme is and identify when it is repeated.
* Know and understand what a musical introduction is and its purpose.
* Recall by ear memorable phrases heard in the music.
* Identify major and minor tonality.
* Recognise the sound and notes of the pentatonic scale by ear and from notation.
* Describe legato and staccato.
* Recognise the some styles and any important musical features that distinguish the style eg Jazz, Disco, Musicals, Classical, Rock, Gospel.
 | * Rehearse and learn songs from memory and/or with notation.
* Sing in different time signatures.
* Sing as part of a choir.
* Sing ‘on pitch' and 'in time'.
* Sing expressively, with attention to breathing and phrasing.
* Sing expressively, with attention to staccato and legato.
* Talk about the different styles of singing used for different styles of songs.
* Talk about how the songs and their styles connect to the world.
 | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
* Explore standard notation, using minims, crotchets, quavers and simple combinations of notes.
* Identify a stave, treble clef and time signature.
* Read and perform pitch notation within a range.
* Follow and perform simple rhythmic scores to a steady beat.
 | * Explore improvisation within a major scale using three to five notes.
* Improvise on a limited range of pitches on an instrument making use of musical features, including smooth (legato) and detached (staccato) articulation.
* Improvise over a simple chord progression and over a groove.
* Combine known rhythmic notation with letter names, to create short, pentatonic phrases.
* Use music technology, if available, to capture, change and combine sounds.
* Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.
* Use simple dynamics.
* Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
* Create a melody using crotchets, minims and quavers.
 | * Rehearse and enjoy the opportunity to share what has been learned in the lessons.
* Perform, with confidence, a song from memory or using notation.
* Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
* Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
* Explain why the song was chosen, including its composer and the historical and cultural context of the song.
* Communicate the meaning of the words and articulate them clearly.
* Use the structure of the song to communicate its mood and meaning in the performance.
* Talk about what the rehearsal and performance has taught the student.
* Reflect on the performance and how well it suited the occasion.
* Discuss and respond to any feedback; consider how future performances might be different.
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| **Year 5** | * Use body percussion, instruments and voices.
* In the time signatures of: 2/4, 3/4 and 4/4.
* Find and keep a steady beat.
* Listen and copy rhythmic patterns made of semibreves, minims, crotchets, quavers, semiquavers and their rests, by ear or from notation.
* Copy back melodic patterns using a wider range of notes.
 | * Talk about feelings created by the music.
* Justify a personal opinion with reference to Musical Elements.
* Find and demonstrate the steady beat.
* Identify 2/4, 3/4, 4/4 metre.
* Identify the musical style of a song or piece of music.
* Identify instruments by ear.
* Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
* Recall by ear memorable phrases heard in the music.
* Identify major and minor tonality.
* Explain the role of a main theme in musical structure.
* Know and understand what a musical introduction is and its purpose.
* Recognise the more styles and any key musical features that distinguish the style: eg 20th and 21st Century Orchestral, Blues, Gospel, Pop, Minimalism, Rock n' Roll, South African and Musicals.
 | * Rehearse and learn songs from memory and/or with notation.
* Sing in different time signatures.
* Sing in unison and parts, and as part of a smaller group.
* Sing ‘on pitch' and 'in time'.
* Self-correct if lost or out of time.
* Sing expressively, with attention to breathing and phrasing.
* Sing expressively, with attention to dynamics and articulation.
* Talk confidently about how connected you feel to the music and how it connects in the world.
* Respond to a leader or conductor.
 | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
* Explore standard notation, using semibreves, minims, crotchets, quavers and semiquavers, and a combination of notes.
* Recognise how notes are grouped when notated.
* Identify the stave and symbols on the stave the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
* Understand the differences between 2/4, 3/4 and 4/4 time signatures.
* Read and perform pitch notation within an octave.
 | * Explore improvisation within a major scale using five notes.
* Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
* Experiment with using a wider range of dynamics.
* Use music technology, if available, to capture, change and combine sounds.
* Start to use structures within compositions, eg AB form (binary from)or ABA form (ternary form).
* Use simple dynamics and rhythmic variety.
* Understand how chord triads are formed and play as accompaniments on tuned percussion, melodic instruments or keyboards.
* Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus rests.
* Use a pentatonic and a full scale and major and minor tonality.
 | * Create, rehearse and present a performance for a specific purpose and audience perhaps perform in smaller groups, as well as the whole class.
* Perform from memory or with notation, with confidence and accuracy.
* Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
* Explain why the song was chosen, including its composer and the historical and cultural context of the song.
* A student lead part of the rehearsal or part of the performance.
* Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.
* Discuss and talk musically about the strengths and weaknesses of a performance.
* Collect feedback from the audience and reflect how future performances might be different.
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| **Year 6** | * Use body percussion, instruments and voices.
* In the time signatures of: 2/4, 3/4 and 4/4.
* Find and keep a steady beat.
* Listen and copy rhythmic patterns made of semibreves, minims, crotchets, quavers, semiquavers and their rests, by ear or from notation.
* Copy back melodic patterns using a wide range of notes.
 | * Talk about feelings created by the music.
* Justify a personal opinion with reference to Musical Elements.
* Identify 2/4, 3/4 and 4/4 metre.
* Identify the instruments and musical techniques by ear eg bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings.
* Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.
* Recall by ear memorable phrases heard in the music.
* Identify major and minor tonality and chords.
* Know and understand what a musical introduction and outro is, and its purpose.
* Recognise the more styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco and Film Music.
 | * Rehearse and learn songs from memory and/or with notation.
* Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.
* Continue to sing in parts where appropriate.
* Sing in in a range of different time signatures.
* Sing with and without an accompaniment.
* Sing expressively, with attention to breathing and phrasing and with attention to dynamics and articulation.
* Take the lead in a singing rehearsal.
* Talk about the different styles of singing used for the different styles of songs.
* Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
 | * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
* Explore standard notation, using semibreves, minims, crotchets, quavers and semiquavers, and a combination of notes.
* Recognise how notes are grouped when notated.
* Identify the stave and symbols on the stave, the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.
 | * Explore improvisation within a major scale using a wider range of five notes.
* Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
* Plan and compose a melodic phrase, using the pentatonic. Notate this melody.
* Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
* Use simple dynamics and rhythmic variety.
* Compose song accompaniments, perhaps using basic chords.
* Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.
* Use a pentatonic and a full scale and major and minor tonality.
 | * Create, rehearse and present a performance for a specific event and audience.
* Have an understanding of the musical, cultural and historical contexts of the pieces performed.
* Perform from memory or with notation.
* Understand the value of choreographing any aspect of a performance.
* A student or a group of students rehearse and lead parts of the performance.
* Understand the importance of the performing space and how to use it.
* Record the performance and compare it to a previous performance.
* Collect feedback from the audience and reflect how the audience believed in the performance.
* Discuss how the performance might change if it was repeated in a larger/smaller performance space.
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