

## Curriculum Milestones- Music

| Expressive Arts and Design |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                             |
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| Nursery                    | <p>Listen with increased attention to sounds.<br/> Respond to what they have heard, expressing their thoughts and feelings.<br/> Remember and sing entire songs.<br/> Sing the pitch of a tone sung by another person (pitch match).<br/> Sing the melodic shape of familiar songs.<br/> Create their own songs, or improvise a song around one they know.<br/> Play instruments with increasing control to express their feelings and ideas.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (Physical Development)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                             |
|                            | Creating sound                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Listening and evaluating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Singing                                                                                                                                                                                                                                               | Notation                                                                                                                                                                                                                                     | Improvising and Composing                                                                                                                                                                                                                                                                                                                                           | Performing                                                                                                                                                                                                                                                                                                                                  |
| Reception                  | <ul style="list-style-type: none"> <li>Explore different ways of making sound with everyday objects and instruments.</li> <li>Explore different ways of holding a range of instruments.</li> <li>Start to show a preference for a dominant hand when playing instruments.</li> <li>Use instruments expressively to music and begin to follow a beat (with guidance).</li> <li>Find a comfortable static position when playing instruments and singing.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Listen appropriately to short musical compositions, songs or rhymes</li> <li>Explore music with different parts of the body in response to music</li> <li>Explore different spontaneous emotional responses to music such as smiling, moving the body, clapping.</li> <li>Use artwork or creative play as a way of expressing feelings and responses to music.</li> <li>Identify and imitate sounds from a variety of music</li> <li>Discuss whether background music and sound effects can enhance storytelling</li> <li>Express a preference for certain types of music</li> <li>Listen to music from a wide variety of cultures and historical periods.</li> <li>To recognise and name at least 3 instruments</li> </ul> | <ul style="list-style-type: none"> <li>Sing short, rhythmic rhymes and songs</li> <li>Use both speaking and singing voices</li> <li>Begin to sing the pulse of a song.</li> <li>Explore vowel sounds through call and response activities.</li> </ul> | <ul style="list-style-type: none"> <li>Develop an awareness of high and low through pictorial representation of sound.</li> <li>Develop an awareness of how simple marks or objects can show single beats and single beat rests.,</li> </ul> | <ul style="list-style-type: none"> <li>Explore and imitate sounds from the environment and in response to events in stories</li> <li>Experiment with creating sounds in different ways using instruments, body percussion and voices.</li> <li>Select classroom objects to use as instruments</li> <li>Play sounds at the relevant point in storytelling</li> </ul> | <ul style="list-style-type: none"> <li>Begin to say what they liked about others' performances.</li> <li>Face the audience when performing.</li> <li>Spontaneously express feelings around performing.</li> <li>Perform as part of a group.</li> <li>Be a good audience member, by looking, listening and maintaining attention.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Develop an awareness of how sound is affected by the way an instrument is held.</li> <li>• Develop an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>• Learn how to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</li> <li>• Use instruments imaginatively to create soundscapes</li> <li>• Use bilateral and hand-eye co-ordination to play/hold instruments using both hands.</li> <li>• Begin to understand how to produce different sounds on pitched instruments.</li> <li>• Maintain a comfortable position when sitting or standing to sing and play instruments.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen with concentration to short pieces of music or excerpts from longer pieces.</li> <li>• Find the steady beat and begin to move in time with this beat</li> <li>• Confidently move in time with the beat of the music when modelled</li> <li>• Describe how a piece of music affects them e.g. makes them feel sleepy/want to dance/happy and provide some reasons for this.</li> <li>• Identify some common instruments when listening to music.</li> <li>• Relate sounds in music to real-world experiences such as it sounds like mud squelching.</li> <li>• Recognise simple patterns and repetition in rhythm (Repeated beat of the music)</li> <li>• Recognise simple patterns in pitch</li> <li>• Talk about the tempo of the music using fast and slow.</li> <li>• Talk about the dynamics of the music, suing loud, quiet and silent.</li> <li>• Talk about the pitch of the music using high and low.</li> <li>• State what they enjoy about their peers performance (include tempo and dynamics)</li> <li>• Appreciate music from a wide variety of cultures and historical periods.</li> <li>• Recognise and name at least 6 pieces of musical instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Sing simple songs, chants and rhymes from memory.</li> <li>• Practice singing songs with a wider pitch range, which is gradually getting higher or lower</li> <li>• Confidently sing songs with a small pitch range (up to five notes that are different but close together).</li> <li>• Breath at appropriate times when singing.</li> <li>• Explore changing their voice in different ways.</li> <li>• Adapt their singing voice to be loud or soft at the direction of a leader.</li> <li>• Sing a range of call and response songs, matching the pitch and tempo they hear.</li> <li>• Sing part of a given song in their head (using their 'thinking voice').</li> </ul> | <ul style="list-style-type: none"> <li>• Read different types of notation by moving eyes from left to right as sound occurs.</li> <li>• Know that notation is read from left to right.</li> <li>• Know that pictorial representation of music, representations further up the page are higher sounds and those further down are lower sounds.</li> <li>• Recognise pitch patterns using dots.</li> <li>• Use a simplified version of a stave (3 lines) to notate known musical phrases (of two pitches).</li> <li>• Use pictorial representations to stay in time with the pulse when singing or playing</li> <li>• Know that pictorial representations of rhythm show sounds and rests.</li> <li>• Read simple rhythmic patterns made up of one beat sounds (crotchets) and one beat rests (crotchet rests).</li> <li>• Begin to read simple rhythmic patterns which include two half beats (quavers).</li> </ul> | <ul style="list-style-type: none"> <li>• Create sound responses to a variety of stimuli such as nature, artwork and stories</li> <li>• Improvise simple vocal patterns using 'Question and Answer' phrases.</li> <li>• Experiment with creating different sounds using a single instrument.</li> <li>• Experiment with creating loud, soft, high and low sounds.</li> <li>• Select objects and/or instruments to create sounds to represent a given idea or character.</li> <li>• Experiment with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</li> <li>• Select and create short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Play and combine sounds under the direction of a leader.</li> <li>• Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul> | <ul style="list-style-type: none"> <li>• Offer positive feedback on others' performances.</li> <li>• Start to maintain a steady beat throughout short singing performances.</li> <li>• Keep head raised when singing.</li> <li>• Keep instruments still until their part of the performance.</li> <li>• Stand/sit appropriately when performing or waiting to perform.</li> <li>• Begin to recognise their feelings around a performance.</li> <li>• Perform actively as a group, keeping in time with the beat.</li> <li>• Follow a leader to start and end a piece appropriately.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• Find and keep a steady beat.</li> <li>• Listen and copy rhythmic patterns made of minims, crotchets and quavers, by ear or from notation.</li> <li>• Copy back melodic patterns using a wider range of notes.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain their preferences for a piece of music using musical vocabulary.</li> <li>• Discuss the features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz)</li> <li>• Understand that music from different parts of the world has different features.</li> <li>• Recognise and explain the changes within a piece of music using musical vocabulary.</li> <li>• Identify the tempo as fast, slow or steady.</li> <li>• Discuss the timbre, dynamic and textural details of a piece of music, both verbally, and through movement.</li> <li>• Begin to show an awareness of a metre-Recognising the use and development of motifs in music.</li> <li>• Identify gradual dynamic and tempo changes within a piece of music.</li> <li>• Identify common features between different genres, styles and traditions of music.</li> <li>• Identify scaled dynamic (crescendo/decrescendo) within a piece of music</li> <li>• Use musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Use musical vocabulary when discussing improvements to their own and others' work</li> <li>• Recognise and discuss stylistic features of different genres, styles, traditions and historical periods of music using musical vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in different time signatures.</li> <li>• Sing 'on pitch' and 'in time'.</li> <li>• Sing expressively, with attention to breathing and phrasing.</li> <li>• Sing expressively.</li> <li>• Talk about the different styles of singing used for different styles of songs.</li> <li>• Talk about how the songs and their styles connect to the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>• To know that 'performance directions' are words to tell the performers how to play.</li> <li>• Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</li> <li>• Use letter name, graphic and rhythmic notation and musical vocabulary and musical vocabulary to label and record compositions.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Begin to improvise musically within a given style using their voice.</li> <li>• Begin to improvise musically within a given style using an instrument</li> <li>• Suggest and implement improvements to their work, using musical vocabulary.</li> <li>• Develop melodies using rhythmic variations, transposition, inversion and looping</li> <li>• Combine melodies and rhythms to compose a multi-layered composition in a given style</li> <li>• Create a piece of music with at least four layers and a clear structure.</li> </ul> | <ul style="list-style-type: none"> <li>• Offer constructive feedback on others' performances.</li> <li>• Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>• Play melody parts on tuned instruments with accuracy and control and develop instrumental technique.</li> <li>• Play syncopated rhythms with accuracy, control and fluency.</li> <li>• Sing and play in time with peers with accuracy and awareness of their part in the group performance.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Use body percussion, instruments and voices.</li> <li>• In the time signatures of: 2/4, 3/4 and 4/4.</li> <li>• Find and keep a steady beat.</li> <li>• Listen and copy rhythmic patterns made of semibreves, minims, crotchets, quavers, semiquavers and their rests, by ear or from notation.</li> <li>• Copy back melodic patterns using a wide range of notes.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the impact music has on them and start to explain their reasons for this effect using musical vocabulary</li> <li>• Recognise and confidently describe the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix)</li> <li>• Represent the features of a piece of music using graphic notation, and colours, justifying their choices using musical vocabulary.</li> <li>• Discuss musical eras in context, identifying how they influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>• Recognise and discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music).</li> <li>• Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices using musical vocabulary</li> <li>• Identify the way that features of a song can complement one another to create an overall effect.</li> <li>• Compare, discuss and evaluate music using detailed musical vocabulary.</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music sounds</li> <li>• Confidently use detailed musical vocabulary to discuss and evaluate their own and others' work.</li> </ul> | <ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Continue to sing in parts where appropriate.</li> <li>• Sing in a range of different time signatures.</li> <li>• Sing with and without an accompaniment.</li> <li>• Sing expressively, with attention to breathing and phrasing and with attention to dynamics and articulation.</li> <li>• Take the lead in a singing rehearsal.</li> <li>• Talk about the different styles of singing used for the different styles of songs.</li> <li>• Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that simple pictures can be used to represent the structure (organisation) of music</li> <li>• Understand that in written staff notation, notes can go on or between lines, and that lines show the pitch of the note.</li> <li>• Know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> <li>• Know that chord progressions are represented in music by Roman numerals</li> <li>• Use staff notation to record rhythms and melodies.</li> <li>• Record own compositions using appropriate forms of notation and/or technology and incorporating these dimensions of music.</li> <li>• Perform with accuracy and fluency from graphic and staff notation and their own notation.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> <li>• Improvise coherently and creatively within a given style, incorporating given features.</li> <li>• Select, discuss and refine musical choices both alone and with others, using musical vocabulary confidently</li> <li>• Suggest and demonstrate improvements to own and others' work.</li> <li>• Develop melodies using rhythmic variations, transposition and changes in dynamics, pitch and texture.</li> <li>• Constructively critique their own and others' work, using musical vocabulary.</li> <li>• Combine rhythmic patterns (ostinato) into a multi-layered composition to add interest.</li> <li>• Compose an original song, incorporate lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> </ul> | <ul style="list-style-type: none"> <li>• Use musical vocabulary to offer constructive and precise feedback on others' performances.</li> <li>• Play a simple chord progression accurately and fluently.</li> <li>• Perform by following a conductor's cues and directions</li> <li>• Sing songs in two or more parts from memory, with accuracy, fluency, control and expression.</li> <li>• Work with a group to perform a piece of music, adjusting the dimensions of music as required, keeping in time with others and communicating with the group.</li> <li>• Perform a solo or take a leadership role within a performance.</li> <li>• Record the performance and compare it to a previous performance.</li> </ul> |
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