

Whole School Curriculum Overview - Music

	Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
To perform	Take part in singing, accurately following the melody.	Sing from memory with accurate pitch.	Sing or play from memory with confidence.
	Follow instructions on how and when to sing or play an instrument.	Sing in tune.	Perform solos or as part of an ensemble.
	Make and control long and short sounds, using voice and instruments.	Maintain a simple part within a group.	Sing or play expressively and in tune.
	Imitate changes in pitch.	Pronounce words within a song clearly.	Hold a part within a round.
		Show control of voice.	Sing a harmony part confidently and accurately.
		Play notes on a musical instrument with care so they are clear.	Sustain a drone or a melodic ostinato to accompany a song.
		Perform with control and awareness of others.	Perform with controlled breathing (voice) and skilful playing (instrument).
To compose	Create a sequence of long and short sounds.	Compose and perform melodic songs.	Create songs with verses and a chorus.
	Clap rhythms.	Use sound to create abstract effects.	Create rhythmic patterns with an awareness of timbre and duration.
	Create a mixture of different sounds (long and short, loud and quiet, high and low).	Create repeated patterns with a range of instruments.	Combine a variety of musical devices, including melody, rhythm and chords.
	Choose sounds to create an effect.	Create accompaniments for tunes.	Thoughtfully select elements for a piece in order to gain desired effect.
	Sequence sounds to create an overall effect.	Use drones as accompaniments.	Use drones and melodic ostinato (based on pentatonic scale).
	Create short, musical patterns.	Choose, order, combine and control sounds to create an effect.	Convey the relationship between the lyrics and the melody.
	Create short, rhythmic patterns.	Use digital technologies to compose pieces of music.	Use digital technologies to compose, edit and refine pieces of music.
To transcribe	Use symbols to represent a composition and use them to help with a performance.	Devise non-standard symbols to indicate when to play and rest.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
		Recognise the notes EGBDF and FACE on the musical stave.	Read and create notes on the musical stave.
		Recognise the symbols for minim, crotchet and semibreve and say how many beats they represent.	Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
			Understand the # (sharp) and (flat) symbols.
To describe music	Identify the beat of a tune.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Use and understand simple time signatures.
			Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch Rounds Dynamics Tempo Harmonies Accompaniments Timbre Drones Texture Cyclic Patterns Lyrics & Melody Sense of Occasion Cultural Context Expressive Solo Combination of Musical Elements
	Recognise changes in timbre, dynamics and pitch.	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.	Describe how lyrics often reflect the cultural context of music and have social meaning.