



## Music Curriculum Milestones



Be **Courageous!** Live and Learn in **Faith, Hope** and **Love**

	Early Learning Goals	End of KS1	End of Lower KS2	End of Upper KS2
<b>Listen and appraise</b>		<ul style="list-style-type: none"> <li>• Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used.</li> <li>• When listening to this music, start to find and internalise the pulse using movement. Perhaps march, clap, tap your knees – have fun with this. Help each other.</li> <li>• Start using correct but basic musical language to describe the music you are listening to and your feelings towards it.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context.</li> <li>• When listening to this music, find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Continue to use correct musical language to describe the music you are listening to and your feelings towards it.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> <li>• When listening to the music, find and internalise the pulse using movement.</li> <li>• Use correct musical language to describe the music you are listening to and your feelings towards it.</li> <li>• Listen, comment on and discuss with confidence, ideas together as a group.</li> </ul>
<b>Musical activities (games and singing)</b>	Sing a range of well-known nursery rhymes and songs.	<ul style="list-style-type: none"> <li>• Begin to understand, through activity and feeling more than explanation, that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>• Begin to understand, that:               <ul style="list-style-type: none"> <li>• Pulse is the heartbeat of music, a steady beat that never stops.</li> <li>• Rhythm is long and short sounds that happen over that steady beat, the pulse.</li> <li>• Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.</li> </ul> </li> <li>• Begin to understand the importance of working together in an ensemble or as part</li> </ul>	<ul style="list-style-type: none"> <li>• Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.</li> <li>• Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.</li> <li>• Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</li> <li>• Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</li> <li>• Understand the importance of, and the reason why we warm up our voices, the</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.</li> <li>• Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.</li> <li>• Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch improvise using the voice.</li> <li>• Sing in an ensemble with the aim of producing a round sound, clear diction,</li> </ul>

		<p>of a group and how the musical outcomes are of higher quality when doing so</p> <ul style="list-style-type: none"> <li>• Sing songs and melodies and begin to consider how the melody and words should be interpreted.</li> <li>• Learn how to join in and stop as appropriate – learn how to follow a leader / conductor</li> </ul>	<p>importance of good posture, breathing in phrases (sentences) and projecting our voices.</p> <ul style="list-style-type: none"> <li>• Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds i.e. start to think musically.</li> <li>• Join in and stop as appropriate - follow the leader / conductor confidently.</li> </ul>	<p>control of pitch and a musical understanding of how parts fit together.</p> <ul style="list-style-type: none"> <li>• Understand the workings of an ensemble / choir, how everything fits together. Follow the leader / conductor and have a chance to be the leader / conductor - stopping and starting the group.</li> <li>• Pupils sing and play musically with increasing confidence and control.</li> </ul>
<p><b>Musical activities (playing instruments)</b></p>		<ul style="list-style-type: none"> <li>• Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glockenspiels, recorders or use band instruments if appropriate.</li> <li>• Play together in a band or ensemble. Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader / conductor.</li> <li>• Learn to treat each instrument with respect and start to use the correct techniques to play them.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glockenspiels, recorders, or use band instruments if appropriate.</li> <li>• Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.</li> <li>• Learn to treat each instrument with respect and use the correct techniques to play them.</li> <li>• Start to understand the basics and foundations of notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use glockenspiels, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.</li> <li>• Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse.</li> <li>• Continue to treat each instrument with respect and use the correct techniques to play them.</li> <li>• Develop understanding of staff and other musical notations</li> </ul>
<p><b>Improvisation</b></p>		<ul style="list-style-type: none"> <li>• Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>• Begin to understand through activity, that when you improvise you make up your own tune or rhythm within given boundaries. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>• Improvise using simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.</li> <li>• Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.</li> <li>• Improvise simple melodies on your own.</li> </ul>	<ul style="list-style-type: none"> <li>• Create musical improvisations with voices and instruments within the context of the song being learnt.</li> <li>• Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.</li> <li>• Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> </ul>

<p><b>Composition</b></p>		<ul style="list-style-type: none"> <li>• Create your own simple melodies within the context of the song that is being learnt.</li> <li>• Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>• Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to create your own more complex tunes and melodies within the context of the song that is being learnt.</li> <li>• Record the composition in any way that is appropriate</li> <li>• Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context e.g. getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently create your own melodies within the context of the song that is being learnt.</li> <li>• Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate.</li> <li>• Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> </ul>
<p><b>Performance</b></p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<ul style="list-style-type: none"> <li>• Begin to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader.</li> <li>• Practise, rehearse and present performances with awareness of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.</li> <li>• Practise, rehearse and present performances with awareness of an audience.</li> <li>• Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Work together as part of an ensemble / band, adding some direction and ideas</li> <li>• Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions confidently as part of a performance.</li> <li>• Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</li> </ul>