Music Milestones

Milestone 1

Perform

1A

To take part in singing, accurately following the melody.

To follow instructions on how and when to sing or play an instrument.

To make and control long and short sounds, using voice and instruments.

1B

To take part in singing, accurately following the melody.

Mitate (they can tell if the tune is going higher or lower) changes in pitch.

To follow instructions on how and when to sing or play an instrument.

To make and control long and short sounds, using voice and instruments.

Mitate changes in pitch.

Compose

1A

To be able to Clap rhythms.

To create short musical patterns.

To create a mixture of different sounds (long and short, loud and quiet, high and low).

1B

To be able to clap rhythms.

To create short musical patterns.

To create a mixture of different sounds (long and short, loud and quiet, high and low).

Transcribe

1A

Use symbols to represent a composition and use them to help with a performance.

1B

Use symbols to represent a composition and use them to help with a performance.

Describe music

1A

Identify the beat of a tune.

1B

Recognise changes in timbre, dynamics and pitch.

Vocabulary

1A

instrument names e.g. tambour, tambourine, drum, shakers, beaters, vibrate, beat, loud, quiet, fast, slow, beat, loud / quiet, fast / slow, perform, movement, repeat, sounds, pattern, notes, echo, mood, happy / sad, copy, conductor, orchestra, un-tuned, tuned, long/ short, sound picture, percussion, sequence, describe, instruments.

1B

pitch, dynamics, compose, composition, accompany, rhythm, tempo, shape, round, composer, solo.

Music Milestones

Milestone 2

Perform

2A

To sing in tune. To pronounce words within a song clearly.

To show control of voice.

To sing from memory.

To play notes on an instrument with care so that they are clear.

2B

To sing in tune. To pronounce words within a song clearly.

To perform with control and awareness of others.

To sing from memory with accurate pitch.

To play notes on an instrument with care so that they are clear.

To maintain a simple part within a group.

Compose

2A

Choose, order, combine and control sounds to create an effect.

Create repeated patterns with a range of instruments.

Compose and perform melodic songs.

Use digital technologies to compose pieces of music.

Use sound to create abstract effects.

2B

As above but to include: create accompaniments for tunes.

Transcribe

2A

Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

2B

To devise non-standard symbols to indicate when to play and rest.

To recognise the notes EGBDF and FACE on the musical stave.

To recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

Describe music

2A

Use the terms: timbre, pitch, beat, texture and use of silence to describe music.

Understand layers of sounds and discuss their effect on mood and feelings.

Music appreciation: Evaluate music using musical vocabulary to identify areas of likes and dislikes.

2B

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Understand layers of sounds and discuss their effect on mood and feelings.

Music appreciation: Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Vocabulary

2A

Ensemble, period of music, clef, classical, modern, time signature, chant, unison, notation, pentatonic, opera.

2B

Crescendo / decrescendo, symphony, phrasing, medieval, renaissance, romantic era, harmony.

Music Milestones

Milestone 3

Perform

3A

To perform solos or as part of an ensemble.

To sing or play expressively and in tune.

To sustain a drone or a melodic ostinato to accompany singing.

To perform with controlled breathing (voice) and skilful playing (instruments).

3B

To perform solos or as part of an ensemble.

To sing or play expressively and in tune.

To sustain a drone or a melodic ostinato to accompany singing.

To perform with controlled breathing (voice) and skilful playing (instruments).

Compose

2A

To create rhythmic patterns with an awareness of timbre and duration.

Thoughtfully select elements for a piece in order to gain a defined effect.

To combine a variety of musical devices, including melody, rhythm and chords.

To sing or play from memory with confidence.

To create songs with verses and a chorus.

To use digital technologies to compose, edit and refine pieces of music.

2B

To create rhythmic patterns with an awareness of timbre and duration.

Thoughtfully select elements for a piece in order to gain a defined effect.

To combine a variety of musical devices, including melody, rhythm and chords.

To sing or play from memory with confidence.

To create songs with verses and a chorus.

To use digital technologies to compose, edit and refine pieces of music.

Transcribe

2A

To use the standard and musical notation of crotchet, minim and semibreve to indicate how many beats to play.

To use and understand simple times signatures.

2B

To use the standard and musical notation of crotchet, minim and semibreve to indicate how many beats to play.

To use and understand simple times signatures.

To read and create notes on the musical stave.

To understand and use the sharp and flat symbols.

Describe music

2A & 2B

Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

- Pitch
- Dynamics
- Tempo
- Timbre
- Texture
- Lyrics and melody
- Sense of occasion
- Expressive
- Solo
- Rounds
- Harmonies
- Accompaniments
- Drones
- Cyclic patterns
- Combination of musical elements
- Cultural context.

Describe how lyrics often reflect the cultural context of music and have social meaning.

Vocabulary

2A & 2B

offbeat, harmony, accompany, score, clef, octave, repertoire, ostinato, structure, solo, duet, verse, chorus, accompaniment, graphic notation.