



## St. Bridget's C of E Primary School Curriculum Milestones

### Music

Each milestone is indicative of two years' learning opportunities (e.g. Milestone 1 applies to Y1 & 2)



#### Milestone 1

#### Milestone 2

#### Milestone 3

##### Perform

This concept involves understanding that music is created to be performed.

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Play notes on an instrument with care so that they are clear.
- Perform with control and awareness of others.

- Sing or play from memory with confidence.
- Perform solos or as part of an ensemble.
- Sing or play expressively and in tune.
- Hold a part within a round.
- Sing a harmony part confidently and accurately.
- Sustain a drone or a melodic ostinato to accompany singing.
- Perform with controlled breathing (voice) and skillful playing (instrument).

##### Compose

This concept involves appreciating that music is created through a process which has a number of techniques.

- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Use drones as accompaniments.
- Choose, order, combine and control sounds to create an effect.
- Use digital technologies to compose pieces of music.

- Create songs with verses and a chorus.
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Use drones and melodic ostinati (based on the pentatonic scale).
- Convey the relationship between the lyrics and the melody.
- Use digital technologies to compose, edit and refine pieces of music.

##### Transcribe

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

- 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.
- Recognise the notes EGBDF and FACE on the musical staff.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical staff.
- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and ♭ (flat) symbols.
- Use and understand simple time signatures.

##### Describe music

This concept involves appreciating the features and effectiveness of musical elements.

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

- 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.