

### **Music Milestones 2019-2020**

	<b>By the end of KS1</b>	<b>By the end of LKS2</b>	<b>By the end of UKS2</b>
<b>Singing songs with control and using the voice expressively.</b>	<ul style="list-style-type: none"> <li>● Find their singing voice, and use their voices confidently.</li> <li>● Sing a melody accurately at their own pitch.</li> <li>● Sing with a sense of awareness of pulse and control of rhythm.</li> <li>● Recognise phrase lengths and know when to breathe.</li> <li>● Sing songs expressively.</li> <li>● Follow pitch movements with their hands and use high, low and middle voices.</li> <li>● Begin to sing with control of pitch (eg) following the shape of the melody.</li> <li>● Sing with an awareness of other performers.</li> </ul>	<ul style="list-style-type: none"> <li>● Sing with confidence using a wider vocal range.</li> <li>● Sing in tune.</li> <li>● Sing with awareness of pulse and control of rhythm.</li> <li>● Recognise simple structures (phrases).</li> <li>● Sing expressively with awareness and control at the expressive elements (eg) timbre, tempo, dynamics.</li> <li>● Sing songs and create different vocal effects.</li> <li>● Understand how mouth shapes can affect voice sounds.</li> <li>● Internalise sounds by singing parts of a song 'in their heads.'</li> </ul>	<ul style="list-style-type: none"> <li>● Sing songs with increasing control of breathing, posture and sound projection.</li> <li>● Sing in tune, and with an awareness of other parts.</li> <li>● Identify phrases through breathing in appropriate places.</li> <li>● Sing with expression and rehearse with others.</li> <li>● Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>● Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>
<b>Listening, Memory and Movement.</b>	<ul style="list-style-type: none"> <li>● Recall and remember short songs and sequences and patterns of sounds.</li> <li>● Respond physically when performing, composing and appraising music.</li> <li>● Identify different sound sources.</li> <li>● Identify well-defined musical features.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify melodic phrases and play them by ear.</li> <li>● Create sequences of movements in response to sounds.</li> <li>● Explore and chose different movements to describe animals.</li> <li>● Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>● Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>	<ul style="list-style-type: none"> <li>● Internalise short melodies and play these on pitched percussion (play by ear).</li> <li>● Create dances that reflect musical features.</li> <li>● Identify different moods and textures.</li> <li>● Identify how a mood is created by music and lyrics.</li> <li>● Listen to longer pieces of music and identify features.</li> </ul>

<p><b>Controlling pulse and rhythm</b></p>	<ul style="list-style-type: none"> <li>● Identify the pulse in different pieces of music.</li> <li>● Identify the pulse and join in getting faster and slower together.</li> <li>● Identify long and short sounds in music.</li> <li>● Perform a rhythm to a given pulse.</li> <li>● Begin to internalise and create rhythmic patterns.</li> <li>● Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise rhythmic patterns.</li> <li>● Perform a repeated pattern to a steady pulse.</li> <li>● Identify and recall rhythmic and melodic patterns.</li> <li>● Identify repeated patterns used in a variety of music (ostinato).</li> </ul>	<ul style="list-style-type: none"> <li>● Identify different speeds of pulse (tempo) by clapping and moving.</li> <li>● Improvise rhythm patterns.</li> <li>● Perform an independent part keeping to a steady beat.</li> <li>● Identify the metre of different songs through recognising the pattern of strong and weak beats.</li> <li>● Subdivide the pulse while keeping to a steady beat.</li> </ul>
<p><b>Exploring sounds, melody and accompaniment.</b></p>	<ul style="list-style-type: none"> <li>● To explore different sound sources.</li> <li>● Make sounds and recognise how they can give a message.</li> <li>● Identify and name classroom instruments.</li> <li>● Create and chose sounds in response to a given stimulus.</li> <li>● Identify how sounds can be changed.</li> <li>● Change sounds to reflect different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify ways sounds are used to accompany a song.</li> <li>● Analyse and comment on how sounds are used to create different moods.</li> <li>● Explore and perform different types of accompaniment.</li> <li>● Explore and select different melodic patterns.</li> <li>● Recognise and explore different combinations of pitch sounds.</li> </ul>	<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'.</p>
<p><b>Control of instruments</b></p>	<ul style="list-style-type: none"> <li>● Play instruments in different ways and create sound effects.</li> <li>● Handle and play instruments with control.</li> <li>● Identify different groups of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify melodic phrases and play them by ear.</li> <li>● Select instruments to describe visual images.</li> <li>● Choose instruments on the basis of internalised sounds.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and control different ways percussion instruments make sounds.</li> <li>● Play accompaniments with control and accuracy.</li> <li>● Create different effects using combinations of pitched sounds.</li> <li>● Use ICT to change and manipulate sounds.</li> </ul>

<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>● Contribute to the creation of a class composition.</li> <li>● Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</li> </ul>	<ul style="list-style-type: none"> <li>● Create textures by combining sounds in different ways.</li> <li>● Create music that describes contrasting moods / emotions.</li> <li>● Improvise simple tunes based on the pentatonic scale.</li> <li>● Compose music in pairs and make improvements to their own work.</li> <li>● Create an accompaniment to a known song.</li> <li>● Create descriptive music in pairs or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify different starting points or composing music.</li> <li>● Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>● Write lyrics to a known song.</li> <li>● Compose a short song to own lyrics based on everyday phrases.</li> <li>● Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>
<p><b>Reading and writing notation</b></p>	<ul style="list-style-type: none"> <li>● Perform long and short sounds in response to symbols.</li> <li>● Create long and short sounds on instruments.</li> <li>● Play and sing phrase from dot notation.</li> <li>● Record their own ideas.</li> <li>● Make their own symbols as part of a class score.</li> </ul>		<ul style="list-style-type: none"> <li>● Perform using notation as a support.</li> <li>● Sing songs with staff notation as support.</li> </ul>
<p><b>Performance skills</b></p>	<ul style="list-style-type: none"> <li>● Perform together, and follow the instructions that combine the musical elements.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform in different ways, exploring the way the performers are a musical resource.</li> <li>● Perform with awareness of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>● Present performances effectively with awareness of audience, venue and occasion.</li> </ul>
<p><b>Evaluating and appraising</b></p>	<ul style="list-style-type: none"> <li>● Choose sounds and instruments carefully and make improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise how music can reflect different intentions.</li> </ul>	<ul style="list-style-type: none"> <li>● Improve their work through analysis, evaluation and comparison.</li> </ul>