

KS 1 Music Coverage of skills over 2 year rolling programme.

Learning Characteristics	Milestone 1 (By end of Year 2)
Singing <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<ol style="list-style-type: none"> 1. Sing or clap increasing and decreasing tempo 2. Perform simple patterns and accompaniments keeping a steady pulse 3. Take part in singing, accurately following the melody. 4. Follow instructions on how and when to sing or play an instrument. 5. Make and control long and short sounds, using voice and instruments. 6. Imitate changes in pitch. 7. Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. 8. Learn how to join in and stop as appropriate – learn how to follow a leader / conductor. 9. Learn to treat each instrument with respect and start to use the correct techniques to play them. 10. Improvise using simple patterns. 11. Create simple rhythmic patterns that lead to melodies in a group or solo situation.
Playing an instrument <i>Pupils should be taught to play tuned and untuned instruments musically</i>	<ol style="list-style-type: none"> 1. Play simple rhythmic patterns on an instrument 2. Create simple melodies within the context of the song that is being learnt. 3. Create a sequence of long and short sounds. 4. Clap rhythms. 5. Create a mixture of different sounds (long and short, loud and quiet, high and low). 6. Choose sounds to create an effect. 7. Sequence sounds to create an overall effect. 8. Create short, musical patterns. 9. Create short, rhythmic phrases.
Listening and Appreciating <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<ol style="list-style-type: none"> 1. Make connections between notations and musical sounds 2. Use symbols to represent a composition and use them to help with a performance.
Creating own music <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>	<ol style="list-style-type: none"> 1. Order sounds to create a beginning, middle and an end 2. Create music in response to different starting points 3. Identify the beat of a tune. 4. Recognise changes in timbre, dynamics and pitch.

KS 2 Music Coverage of skills over 2 year rolling programme.

Learning Objective	Milestone 2 (By end of Year 4)	Milestone 3 (By end of year 6)
<p>To perform</p> <p><i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></p>	<ol style="list-style-type: none"> 1. Sing from memory with accurate pitch. 2. Sing in tune. 3. Maintain a simple part within a group. 4. Pronounce words within a song clearly. 5. Show control of voice. 6. Play notes on an instrument with care so that they are clear. 7. Perform with control and awareness of others. 	<ol style="list-style-type: none"> 1. Sing or play from memory with confidence. 2. Perform solos or as part of an ensemble. 3. Sing or play expressively and in tune. 4. Hold a part within a round. 5. Sing a harmony part confidently and accurately. 6. Sustain a drone or a melodic ostinato to accompany singing. 7. Perform with controlled breathing.
<p>To compose</p> <p><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p>	<ol style="list-style-type: none"> 1. Compose and perform melodic songs. 2. Use sound to create abstract effects. 3. Create repeated patterns with a range of instruments. 4. Create accompaniments for tunes. 5. Choose, order, combine and control sounds to create an effect or mood. 6. Use digital technologies to compose pieces of music. 	<ol style="list-style-type: none"> 1. Create songs with verses and a chorus. 2. Create rhythmic patterns with an awareness of timbre and duration. 3. Combine a variety of musical devices, including melody, rhythm and chords. 4. Thoughtfully select elements for a piece in order to gain a defined effect. 5. Convey the relationship between the lyrics and the melody. 6. Use digital technologies to compose, edit and refine pieces of music.
<p>To listen</p> <p><i>listen with attention to detail and recall sounds with increasing aural memory</i></p>	<ol style="list-style-type: none"> 1. Listen carefully and recognise high and low phrases. 2. Explain why silence is often needed in music and the effect it has. 	<ol style="list-style-type: none"> 1. Repeat a phrase from the music after listening intently. 2. Accurately recall a part of the music listened to.
<p>Use and understand</p> <p><i>use and understand staff and other musical notations</i></p>	<ol style="list-style-type: none"> 1. Use notation to record and interpret sequences of pitches 2. Improve work; explaining how it has been improved. 3. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ol style="list-style-type: none"> 1. Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. 2. Read and create notes on the musical stave. 3. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. 4. Use and understand simple time signatures.
<p>Appreciate</p> <p><i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p>	<ol style="list-style-type: none"> 1. Identify and describe the different purposes of music 2. Use musical words to describe a piece of music and compositions 3. Use musical words to describe what they like and do not like about a piece of music 4. Understand layers of sounds and discuss their effect on mood and feelings. 	<ol style="list-style-type: none"> 1. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • dynamics • rounds • harmonies • accompaniments • pitch • tempo • timbre • texture • lyrics • melody • sense of occasion • expressive • solo • pitch 2. Describe how lyrics often reflect the cultural context of music and have social meaning.
<p>History of music</p> <p><i>develop an understanding of the history of music</i></p>	<ol style="list-style-type: none"> 1. Recognise the work of at least one famous composer 2. Begin to identify the style of work of different composers 	<ol style="list-style-type: none"> 1. Compare and contrast the impact that different composers from different times have had on people of that time

*Detailed KS1 additional expectations also available on Charangua.