

Progression of Milestones in Music

	Listen & Appraise	Compose	Perform
Rec	<p>Autumn 2 Pop</p> <ul style="list-style-type: none"> I can say what I like about music. <p>Spring 2 Pop</p> <ul style="list-style-type: none"> I know how music makes me feel. I can move my body to music. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> I can listen to the music, move along to the music and talk about the music. I can say how music makes me feel. 	<p>Autumn 2 Pop</p> <ul style="list-style-type: none"> I can join in with an instrument. <p>Spring 2 Pop</p> <ul style="list-style-type: none"> I can create different sounds with my instrument. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> I can join in with the music on my own or as part of my group. 	<p>Autumn 2 Pop</p> <ul style="list-style-type: none"> I can learn to sing nursery rhymes. I can perform a simple song. <p>Spring 2 Pop</p> <ul style="list-style-type: none"> I can join in with the singing. I can perform the correct note. I can play to the pulse of the music. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> I can sing in a group or on my own. I can begin to sing in tune and follow the melody/tune. I can join in with making music.
	<p>Knowledge, skills and understanding are further developed through both inside and outside continuous provision in the indoor and outdoor classrooms. These include:</p> <p>Indoor: Role Play Outdoor: Music and Stage, Role Play, Storytelling</p>		
Y1	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can explain how the music makes me feel. I can recognise the lyrics and melody. I can begin to use musical language. I know the mood created by the composer. I can point out the parts in the piece which are loud and quiet. <p>Spring 1 Jazz</p> <ul style="list-style-type: none"> I can say how a piece of music makes me feel. I know when a sound becomes louder or quieter. I know when a sound becomes higher or lower. I know which is the verse and which is the chorus. I can clap the pulse. <p>Summer 1 Pop</p> <ul style="list-style-type: none"> I know when a sound becomes higher or lower. I know which is the verse and which is the chorus. I can hear and identify some instruments. I can find the pulse. I can discuss the music using the musical vocabulary. I can say how a piece of music makes me feel. 	<p>Spring 1 Jazz</p> <ul style="list-style-type: none"> I can copy a short clapping rhythm. I can play along using C and D on the glockenspiels. I can perform my composition using C and D. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can join in with the singing, copying the lyrics to join in. I can join in with rapping. I can perform. <p>Spring 1 Jazz</p> <ul style="list-style-type: none"> I can look at the audience when I perform. <p>Summer 1 Pop</p> <ul style="list-style-type: none"> I can play a simple accompaniment on the glockenspiel using two notes. I can keep to a steady pulse. I can use my voice to speak/sing/chant. I can join in with everybody when we are singing.
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Y2	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I know the names of some instruments I can hear, such as an electric guitar, drums and bass guitar. I know that rock music always has electric drums and keyboards, solo electric guitar riffs and a loud, heavy drum beat. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can clap a pulse, increasing and decreasing the tempo. I can play along on a glockenspiel using C and D whilst keeping to a steady pulse. I can play back my improvisation and change rhythms or melodies that I don't like. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I know how to read my notation to help me perform. I can perform my part in a group, keeping time with others. <p>Spring 1 Instrumental/Orchestral</p>

	<p>Spring 1 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can describe a piece of music using musical vocabulary. <p>Summer 1 Pop</p> <ul style="list-style-type: none"> I can hear and identify some instruments. I can find the pulse. I can say how the music makes me feel. I can discuss music using musical vocabulary. 	<ul style="list-style-type: none"> I can compose using a rhythm grid containing crotchets, quavers and the note name (C or D). <p>Spring 1 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can sing and follow the melody. I can perform simple patterns keeping to a steady beat or pulse. I can create music using different pitches and rhythms. <p>Summer 1 Pop</p> <ul style="list-style-type: none"> I can play the glockenspiel using two notes with other children. I can clap a steady pulse as part of my class. I can purposely increase or decrease the tempo of the pulse. I can write down my own composition using simple notation. 	<ul style="list-style-type: none"> I can perform to an audience. <p>Summer 1 Pop</p> <ul style="list-style-type: none"> I can accurately play a simple rhythm. I can use body percussion to perform a simple rhythm.
Y3	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can hear and identify some instruments. I can find the pulse. <p>Spring 1 Pop</p> <ul style="list-style-type: none"> I know the elements of music used to describe a piece of music: dynamics, timbre, duration, structure, pitch, texture, and tempo. I can use musical vocabulary to describe what I like and don't like. I know the features of reggae music (bass guitar and drums in the foreground, a slow, laid back tempo, the bass guitar plays the melody and the guitar or keyboard plays chords on the offbeat (beats 2 and 4)). <p>Summer 1 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can discuss the music using musical vocabulary and the elements of music. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can compose and read a stick notation grid on a stave. <p>Spring 1 Pop</p> <ul style="list-style-type: none"> I can compose using technology (Charanga YUMU). I can play G and A on the recorder with increasing accuracy and fluency. <p>Summer 1 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can use louds/quiets in my composition. I can use a change of texture (more or less instruments at different times). I can use different tempos. I can create my own rhythms and be able to accurately repeat these. I can compose two parts to create polyrhythms. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can match my voice to a pitch. I can learn a melody. I can control the dynamics of my voice. I can breathe in phrases. <p>Spring 1 Pop</p> <ul style="list-style-type: none"> I can perform an accurate melody in time with other children, using notation to help me remember my part (crotchets, quavers, crotchet and quaver rests and minims.) <p>Summer 1 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can perform a rhythm on a percussion instrument in time with others. I can improvise to aid my performance and develop rhythm.

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Y4	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I know that pop music is for entertainment purposes. I can identify different features of the music with musical vocabulary. I know the different textures in the music - this creates interest and variation in the piece to keep the listener engaged. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can write down my composition, using standard notation, to accurately represent my ideas. I can use technology to support my composing. <p>Autumn to Summer Guitars</p> <ul style="list-style-type: none"> I know basic strumming patterns. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can match my pitch to the tune. I can begin to sing the song from memory. I can sing with accurate rhythm. <p>Autumn to Summer Guitars</p> <ul style="list-style-type: none"> I can play single strong melodies.

	<ul style="list-style-type: none"> I can identify and compare features of the music in comparison to Mama Mia. <p>Autumn to Summer: Guitars</p> <ul style="list-style-type: none"> I know how to hold a guitar and how it works. I know the names of the strings on a guitar. 	<ul style="list-style-type: none"> I can recognise a major and minor chord. I can read tablature (tab) notation. 	<ul style="list-style-type: none"> I can play a G and C chord. I can play a major and minor chord. I can read tablature (tab) notation.
Y5	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can explain how the music makes me feel giving reasons for this linking to the music. I can use key musical vocab (the elements of music) to: describe what I can hear; compare to other songs I know and evaluate if I like the song. <p>Spring 2 Pop</p> <ul style="list-style-type: none"> I can describe and evaluate recorded rap music using musical vocabulary. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> I can use key musical vocab (the elements of music) to: describe what I can hear; compare to other songs I know and evaluate if I like the song. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I can compose using notation. I can use Charanga YUMU. I can order sounds to suit the style I am matching. <p>Spring 2 Pop</p> <ul style="list-style-type: none"> I can use Garage Band to compose a backing for a hip hop piece of music using chosen style indicators. I know how to change sounds or organise them differently to change the effect using Garage Band. I know that Hip Hop music has a catchy tune and a light rap and can compose these sections. I can use a composition diary to record my ideas, structure, instruments and composition notes to help me recall my composition. 	<p>Autumn 1 Pop</p> <ul style="list-style-type: none"> I know that I should breathe at the end of a phrase, which is usually a sentence. I can play my own part in a small group and class ensemble (using glocks). I can perform using basic notation. <p>Spring 2 Pop</p> <ul style="list-style-type: none"> I can make sure my Hip Hop tempo is suitable – both for my performance and the style. I can suggest 2* and 1 wish to others compositions – focussing on musical language and style indicators. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> I can sing, adding expression. I can improvise using a set of 'licks' or chosen notes. I can perform a vocal or instrumental part accurately by myself. I can perform using the stave notation. I can perform in a group using stave notation.

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Y6	<p>Autumn 2 Jazz</p> <ul style="list-style-type: none"> I know jazz stylistic indicators. <p>Spring 2 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can explain the role of Benjamin Britten and understand he was a key composer in the early 1900s. 	<p>Autumn 2 Jazz</p> <ul style="list-style-type: none"> I can use rhythm notation to compose a rhythmic pattern. I know the 12-bar blues sequence and can compose a piece of music using the chord sequence and blues scale. I can use technology to compose my 12 bar blues jazz composition. 	<p>Autumn 2 Jazz</p> <ul style="list-style-type: none"> I can perform a jazz melody following stave notation. I can take on different roles within a performance (melody/accompaniment). <p>Spring 2 Instrumental/Orchestral</p> <ul style="list-style-type: none"> I can perform a musical section from memory.

<ul style="list-style-type: none"> • I know that different notations are needed for different instruments. • I know that different notations are needed for the different ways that people read music. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> • I can explain the role of Carole King and understand she was a key composer/singer/performer. • I can analyse similarities and differences between two songs by Carole King and note which features they share. (e.g. structure, instruments, stylistic features). 	<p>Spring 2 Instrumental/Orchestral</p> <ul style="list-style-type: none"> • I can use different notations in my composition. • I can compose a chord sequence, drum beat and write a melody using Garage Band. • I can compose rhythm and melody including repeating patterns, samples, changes in dynamics. • I can include features of Bhangra, classical music and that of Benjamin Britten in my own composition. <p>Summer 2 Pop</p> <ul style="list-style-type: none"> • I can use Garage band to compose. 	<p>Summer 2 Pop</p> <ul style="list-style-type: none"> • I can sing a harmony as part of a group or by myself.
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