








Music Milestones

| Knowledge Categories | Big Idea (National Curriculum) | Year R | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
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|  Appraisal | Appreciate, critique and review a wide variety of musical media. | <p>Explore and comment on the impact of music on emotions.</p> <p>Describe likes and dislikes of a piece of music.</p> | <p>Listen to and comment on a range of live and recorded music.</p> <p>Give reasons for likes and dislikes of a piece of music.</p> <p>Describe what the composer is trying to convey.</p> | <p>Appreciate and understand music from different traditions and musicians.</p> <p>Explain the impact of lyrics on a piece of music.</p> <p>Evaluate music using musical vocabulary.</p> | <p>Listen to a wide range of music and comment on instruments and melodic shape.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning</p> |
|  Performance | Perform effectively using a variety of musical media. | <p>Learn and perform a range of songs.</p> <p>Copy a rhythm and beat and know the difference.</p> <p>Be able to follow a simple melody.</p> | <p>Use voices expressively and creatively.</p> <p>Create a sequence of long and short sounds.</p> <p>Imitate changes in pitch.</p> | <p>Play and perform in solo and ensemble context.</p> <p>Sing from memory with accurate pitch.</p> <p>Perform in a group as a round or harmony.</p> | <p>To compose and play a variety of music confidently.</p> <p>Perform with controlled breathing.</p> |



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| | | | Follow instruction on how and when to sing or play an instrument. | Play notes on an instrument with care so that they are clear. | Sustain a drone or a melodic ostinato to accompany singing. Perform using instruments skilfully. |
|  Genre | Explore, listen to and compare a range of genres. | Experience a range of musical genre. Understand that there are different types of music | Listen with concentration and understanding to a range of live and recorded music. Listen to instruments used in a piece of music and explain what effect they give. | Develop an understanding of the history of music and changes over time. Identify instruments used in a piece of music and explain their purpose. | Compare and contrast musical genres. Discuss and give reasons for a preferred genre of music. Compose a piece of music inspired by a preferred genre of music. |
|  Instruments | Identify, explore and understand the use of musical instruments. | Experiment with percussion instruments and sounds they make. Be able to name percussion instruments. | Play tuned and untuned instruments musically. Understand the categories of different instruments. Explore the uses of different instruments | Play some tuned instruments with increasing accuracy. Name instruments and what category they belong to. | Improvise and compose music on keyboards or chosen instruments. Understand the effect of different types of instruments on pieces of music. |



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| | | <p>Be able to select a percussion instrument for a purpose.</p> <p>Be able to explore sounds using body percussion.</p> | <p>and what sound they make.</p> <p>Be able to name some tuned and untuned instruments.</p> | <p>Explore and understand why instruments are categorised as they are.</p> <p>Explore and explain similarities and differences between instruments.</p> | <p>Explore the use of technology for instruments.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p> |
|  Notation | <p>Understand musical notation.</p> | <p>Recognise basic symbols to show simple notes.</p> <p>Play along to basic symbols to create basic rhythms.</p> | <p>Experiment with, create, select, and combine sounds.</p> <p>Use some non-standard symbols to represent musical notes.</p> <p>Use some non-standard symbols to compose music.</p> | <p>Use some standard music notations (crochet, minim and quaver).</p> <p>Recognise EGBDF and FACE on the musical stave.</p> <p>Recognise how many beats the music symbols represent. Use some standard musical notations to compose music.</p> | <p>Use the standard musical notation of semi breve and semi quaver.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clef and use them in transcribing compositions.</p> <p>Use and understand simple time signatures.</p> |



| Vocabulary | EYFS | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| | beat carol chorus composing direction drum effect follow high hit instrument listen low opinion percussion rhyme rhythm scrape shake sound verse volume | rhythm bass beat bells boom whacker compose composer country criticism drums experiment expression glockenspiels guitar hymn imitate jazz live notation percussion perform piano recorded saxophone strings symbols tempo tone triangles | acoustic anthem appraisal appraising baton brass classification composer composition concert conductor create crochet effects fretboard genre instrument families lyrics metronome minim mouthpiece multi-cultural notation ocarina octave oncore | absorption appraise arcadian audience bar chord dynamics emotion epilogue flat genre gesture harmonies harmony imagery influence improvise legato melody movement musical octaves performance projecting prologue props |



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| | | trombone trumpet western wind | orchestra organic pitch quaver string strumming tempo venue woodwind | serious sharp stave staccato timbre tonal tone vocal |
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