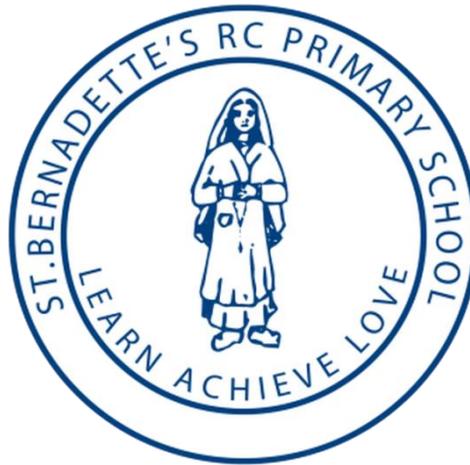


ST BERNADETTE'S RC PRIMARY SCHOOL



MUSIC MILESTONES





St Bernadette's RC Primary School
Music - Subject Progression



The National Curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Music – Progression Map

Music – Progression Map				
	Milestone 1 – End of EYFS	Milestone 2 – End of Year 2	Milestone 3 – End of Year 4	Milestone 4 – End of Year 6
Perform Music is created to be performed	<ul style="list-style-type: none"> • Take part in singing, following the overall shape of the melody. • Follow visual instructions for how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow more complex visual and written instructions on how and when to sing or play an instrument. • Make and control high/low, loud/quiet, long/short sounds, fast/slow using voice and instruments. • Imitate changes in pitch • Perform simple patterns accurately on tuned and untuned percussion 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).



St Bernadette's RC Primary School
Music - Subject Progression



	Milestone 1 – End of EYFS	Milestone 2 – End of Year 2	Milestone 3 – End of Year 4	Milestone 4 – End of Year 6
<p>Compose</p> <p>Appreciate that music is created through a process, which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create sounds on tuned and untuned percussion to a given stimulus. • Understand that musical sounds can be used to create an image or atmosphere. • Begin to sequence sounds to create a rhythm or beat • Repeat short rhythmic and melodic patterns 	<ul style="list-style-type: none"> • Create a sequence of long & 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, melodic patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Transcribe</p> <p>Understand that compositions need to be understood by others and that there are techniques and a language for communicating them</p>	<ul style="list-style-type: none"> • Use simple, pictorial symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF & FACE on the musical stave. • Recognize the symbols for a crochet, quaver and semiquaver and perform on an instrument accordingly 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.



St Bernadette's RC Primary School
Music - Subject Progression



	Milestone 1 – End of EYFS	Milestone 2 – End of Year 2	Milestone 3 – End of Year 4	Milestone 4 – End of Year 6
<p>Describe Music</p> <p>Appreciate the features and effectiveness of musical elements</p>	<ul style="list-style-type: none"> Begin to understand that music can describe a place, mood or a story To understand that people respond to music in different ways Learn the importance of using your imagination Describe the speed and volume and to identify changes in these. Begin to express how music makes them feel 	<ul style="list-style-type: none"> Identify the beat of a tune. Recognise a variety of different instruments Recognise changes in timbre, dynamics and pitch. Recognise that musical sounds can describe a place or time 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> - 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.
<p>Music</p> <p>Key Vocabulary</p>	<p>Start/stop jumpy/smooth Fast/slow Loud/quiet Low/high tap/shake/ scrape</p> <ul style="list-style-type: none"> Descriptive words: spooky, calm, gentle, exciting, marching etc 	<p>Melody/tune higher/lower Faster/slower louder/quieter Pulse/beat pattern Solo/duet verse/chorus Rehearse/perform Conduct</p> <ul style="list-style-type: none"> Descriptive words - dramatic, royal, jazzy, calm, gentle, exciting, scary etc. 	<ul style="list-style-type: none"> Pitch - melody/phrase steps/jumps note names lyrics tunefully chant Duration - rhythm pulse pattern Ostinato Dynamics - crescendo diminuendo Tempo - Faster and slower Texture - drone background layers Round/canon Contexts - Time and place 	<ul style="list-style-type: none"> Pitch - melody /phrase shape Techniques – Breathing posture, articulation Processes - Composing, arranging, notating, Texture - Harmony chord accompaniment Drone ostinato Duration - Beats cyclic pattern rests quaver crochet minim semibreve Dynamics - Forte/piano Timbre - descriptive words: light heavy smooth rough Contexts - Cultural and historical significance