Music end of year milestones 2017-2018

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appraising	When talking about music, show simple understanding of the dimensions of music in isolation.	Make broad distinctions between the interrelated dimensions of music and describe how they are used in simple terms. Notice how music can be used to create different moods and effects and to communicate ideas.	Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes.	Compare music and express growing tastes in music. Describe, compare and evaluate different pieces of music using the interrelated dimensions of music. Describe the different purposes of music throughout history and in other cultures.	Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music. Understand the different cultural meanings and purposes of music, including contemporary culture.	Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence). Explain and evaluate how musical dimensions, features and styles can be used together to compose music. Notice and explore how music reflects time, place and culture.
Singing and performing	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms.	Sing with a sense of the shape of a melody. Perform songs using creativity and expression and create dramatic effect. Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound as they should.	Sing in tune. Perform simple melodic and rhythmic parts. Notice and explore the way sounds can be combined and used expressively. Understand that the sense of occasion affects the performance.	Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.	Breathe well and pronounce words, change pitch and show control in singing. Play an accompaniment on an instrument (e.g. ostinato on glockenspiel, keyboard or flute).	Perform significant parts from memory and from notations with awareness of my own contribution. Sing or play from memory with confidence, expressively and in tune. Take turns to lead a group. Sing a harmony part confidently and accurately. Maintain an independent vocal/instrumental group part in an ensemble.
Composing and improvising	Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.	Create short musical patterns. Investigate long and short sounds. Explore changes in pitch to communicate an idea.	Recognise how musical elements can be used together to compose music.	Carefully choose, order, combine and control sounds with awareness of their combined effect. Notice, analyse and explore the way sounds can be combined and used	Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Know and use standard musical notation of crotchet,	Compose using a variety of different musical devices including melody, rhythms, and chords. Quickly read notes and know how many beats they represent.

				expressively. Explain how musical elements can be used together to compose music.	minim and semibreve to indicate how many beats to play. Read the musical stave and work out the notes, EGBDF and FACE.	Improvise melodic and rhythmic material within given structures.