



Music End of Year Milestones

and Appraising Appraising Appraising Appraisingplay with sounds and songs. Join in with understanding of the dimensions of refrains and music in isolation, antricipate key phrases in rhymes and songs.about music, distinctionstypes of composers and tastes in music, percopilse compared music in isolation, songs.evaluate different words to the dimensions of music in isolation, and refrains and songs.evaluate admensions of music in isolation, and escribe have are used in simple terms. Notice how music can be used to create different songs.types of between the instruments being played. Comment disers of music on likes and different purposes of music.evaluate different the interrelated dimensions of music disers of music disers of music can be used to create different create different different songs.evaluate how music disers of music disers of music disers and to create different disers.evaluate how music disers of addition on likes and to create different disers.words to disers tastes in music, music, and disers of music disers.evaluate different words to disers music, and tastes in music, addition on the disers.evaluate different words to disers the intervelated disers.evaluate different words to disers the intervelated disers.words to disers evaluate different words to disers the intervelated disers.words to disers the intervelated the intervelated disers.evaluate different words to disers the intervelated the intervelated the intervelated the intervelated the intervelated the intervelated the intervelated<		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Appraisingand songs. Join in with repeated the dimensions of music in isolation.between the interrelated timescins.composers and music and timescins.tastes in music. tastes in music.kinds of music using appropriate musical appropriate musical became appropriate musical appropriate musical appropr	Listening	Show interest in	When talking	Make broad	Listen to different	Compare music and	Compare and	Use a range of
Join in with repeated repeated anticipate key phrases in rhymes and songs.understanding of the dimensions of music in isolation.interrelated dimensions of music in isolation.interrelated dimensions of music in isolation.music and dimensions of records and describe how intruments being played. Commet dislikes.Describe compare and evaluate different dimensions of music.appropriate musical vacabulary. Explain dona evaluate how th musical elements, features and styles can be used in music.pick, dur dynamics, the evaluate how th different purposes of music.Singing and PerformingSing a few familiar songs and purposes and different sounds of familiar songs, and features and familiar songs, and finding, Children singSing a few singing and charting.Explore the use of the voice in songs and singing and children singSing with a sense of the voice in songs and singing and charting.Sing with a sense of the voice in songs and songs and different ways songs and disce cer how the create different songs and disce cer how the create different songs and dinces.Sing with a sense of the shape of a songs and singing and create different songs and disce cer how the create different songs and disce cer how the create different songs, make music and dunces.Sing in tune. tuneSing in tune. tuneSing in tune. melodic and songs using songs using songs and songs and dunces.Explore the singing and create different songs and dunces.Explore the songs using songs using songs using songs and <b< th=""><th>and</th><th>play with sounds</th><th>about music,</th><th>distinctions</th><th>types of</th><th>express growing</th><th>evaluate different</th><th>words to help</th></b<>	and	play with sounds	about music,	distinctions	types of	express growing	evaluate different	words to help
repeated refrains anticipate key phrases in rhymes andizipate music in isolationthe dimensions of music in isolationdimensions of music and identify instruments bing they are used in simple terms.recognise identify instruments bing played. Comment on likes and disilikes.evaluate different picces of music using identify the interrelated dimensions of music. Describevocabulary. Explain and evaluate how musical elements, fatures and styles can be used to create different music, efferent instruments.dimensions of music and they are used in simple terms.evaluate different picces of music using dimensions of music. Describevocabulary. Explain and evaluate how musical elements, fatures and styles can be used to create different moods and the communicate ideas.erecognise instrumentsand evaluate bine the intervelated the voice in melodic and purposes of music, including contemporary culture.vocabulary. Explain and evaluate how m dimensions of music to addite state of the ware compose to music, including contemporary culture.dynamics, fr taute how m dimensions of music to addite state of to music, including control no therSinging and dance.Sing a few familiar songs. Begin to build a repertoire of songs and dance.Explore the use of the voice in melodic create different work cantrig.Sing in tune. the spect create different songs using of the spect create different work cantrig.Sing in tune. the spect create different work cantrightSing in tune. the melodic and the ad explaint adarce	Appraising	and songs.	show simple	between the	composers and	tastes in music.	kinds of music using	describe music (e.g.
refrainsand anticipatemusic in isolation. anticipatemusic in isolation. anticipatemusic in isolation. describemusicidentify instruments being played. Commentpieces of music using the interrelatedand evaluate how musical elements, ifeatures and styles can used to can be used to create different music.and evaluate how musical elements, implayed. Commentand evaluate how musical elements, implayed. CommentImitate movement in response to music, ortemporary culture.Imitate moods and effects and to communicate ideas.identify instrumentsidentify instrumentspieces of music using dimensions of music.and evaluate how musical elements, ister to compose music.timbre, fexture, singent to an be used to create different woice in of the shape of a songs and dance.music in the valuate how music in the waster to compose instruments.and evaluate how musical elements, ister to compose music in the waster to compose instruments.inite the waster to compose music in the waster to compose instrument in the waster to compose instrument isand evaluate how music in the waster to compose instrument in the waster to compose instrument isand evaluate how music in the waster to compose instrument isan		Join in with	understanding of	interrelated	musicians. Begin to	Describe, compare and	appropriate musical	pitch, duration,
 anticipate key phrases in rhymes and songs. Imitate songs. Imitate interventation in response to music. Explore the different sounds of instruments. Singing and Sing a few familiar songs. Begin to build a repertoire of songs and dance. Singing and Children sing Children sing charting. Singing and dance. Singing and dance. Singing and charting. Singing and dance. Singing and charting. Singing and charting. Songs and singing and charting. Songs and dance. Singing and charting. Singing and charting. Singing and dance. Singing and charting. Singing and charting. Singing and dance. Singing and charting. Sing chart		repeated	the dimensions of	dimensions of	recognise and	evaluate different	vocabulary. Explain	dynamics, tempo,
phrasesin rhymesthey are used in simpleplayed. Comment ondimensions of music. Describefeatures and styles can be used to used togethe together to compose on usicevaluate how m dimensions, fea used togethe together to compose on usicevaluate how m dimensions of music. Describefeatures and styles can be used to used togethe together to compose on usic throughout history and in other cultures.features and styles can be used to used togethe together to compose on usic throughout history and in other cultures.features and styles can be used to used togethe together to compose on usic throughout history and in other culture.features and styles can be used to used togethe together to compose on music, und the different culture.evaluate how m dimensions, fea used togethe together to compose of music including culture.Sing ing and PerformingSing a few familiar songs.Explore the use of the voice in different ways such as speaking, songs and chanting.Sing with a sense of the voice in songs using suging creativity and hotice and explore the way sounds can chanting.Sing with a sense of the voice in songs using suging creativity and hotice and explore the way sounds can chaining.Sing with a sense of the voice in songs using suging creativity and hotice and explore the way sounds can chaining.Sing with a sense of the voice in songs using creativity and songs using songs, make woice can produceSing with a sense of the voice and explore the way sounds can the way sounds can the way sounds can<		refrains and	music in isolation.	music and	identify	pieces of music using	and evaluate how	timbre, texture, and
rhymesand songs.simpleterms.onlikesand disikes.Describethe differentcan be useddimensions, fed and styles co music.Imitate movement in response to music.Imitate movement in response to music.imitate moodsimitate moodsimitate moodsimitate moodsimitate music. <th></th> <th>anticipate key</th> <th></th> <th>describe how</th> <th>instruments being</th> <th>the interrelated</th> <th>musical elements,</th> <th>silence). Explain and</th>		anticipate key		describe how	instruments being	the interrelated	musical elements,	silence). Explain and
songs. Imitate movement in response to music.Notice how music can be used to create different movement in response to music.Notice how music can be used to create different mods and effects and to communicate ideas.dislikes.different purposes of music throughout history and in other cultures.together to compose music. Understand the different cultures.and styles ca used together compose and purposes of music, including contemporary culture.Singing and PerformingSing a few repertoire of songs and Children singExplore the use of the voice in different ways singing and create different songs and dances.Sing with a sense of the shape of a songs and charting.Sing with a sense of the shape of a songs and creativity and create different ways singing and create different ways songs and dances.Sing with a sense of the shape of a songs and create different ways songs and create different create differentSing in tune. repertoire of songs and create different ways singing and create different create different acompanimentsSing in tune. repertoire of songs and create different ways singing and create different create different and create different and create different and create different and create different and create different and create different and create different and pulse, high and low (pitch) to create different create different acompaniments acompaniments acompaniments acompaniments acompaniments acompaniments acompaniments acompaniments acompaniments acompaniments acompaniments a		phrases in		they are used in	played. Comment	dimensions of music.	features and styles	evaluate how musical
Imitate movement in response to music.Can be used to create different moods and effects and to communicate ideas.music music the communicate ideas.music music the cultures.music. throughout history and in other cultures.music. the different cultures.used togethe compose of music, including contemporary culture.used togethe compose of music, including contemporary culture.Sing and PerformingSing a few familiar songs. Begin to build a change a familiar asongs and Children sing Discover how the repertoire of songs and chanting.Explore the use of the voice in singing and chanting.Sing in tune. of the shape of a melody. Perform songs using repertoire of songs and chanting.Sing in tune. of the voice in singing and chanting.Sing in tune. of the shape of a melody. Perform songs using repertoire of songs and chanting.Sing with a sense of the voice in singing and chanting.Sing in tune. Perform simple melodic and the way sounds can the way sounds can of others.Sing in tune. musicBreathe well and pronounce words, change pitch and singing. Play an accompaniment on an instrument (e.g. ostinato on glockenspiel, keybard or flute).Perform simple accompaniments create different simple patterns and and and simple patterns occasion affectsSing in tune. the sense of occasion affects the performance.Sing or play memory control in voice. Play notes on instrumentsMusic. Understand the sense of in a song well. Show control in voice. Play notes on instruments <t< th=""><th></th><th>rhymes and</th><th></th><th>simple terms.</th><th></th><th>Describe the</th><th>can be used</th><th>dimensions, features</th></t<>		rhymes and		simple terms.		Describe the	can be used	dimensions, features
movement in response to music. Explore the different sounds of instruments.create different moods and effects and to communicate ideas.kistory and in other cultures.the cultural meanings and purposes of music, including contemporary culture.the cultural meanings and purposes of music, including contemporary culture.the cultures.different compose time, place culture.Singing and PerformingSing a few familiar songs. Begin to build a repertoire of songs and Children sing songs, makeExplore the use of the voice in of the voice in of the spape of songs using chanting.Sing with a sense melody. Perform songs using create different expression and be combined and used expressively.Sing in tune. melodic and rhythmic parts.Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Maintain a single part within a companiment on an importance of pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and perform simple melodic and rhythmic parts with awareness of others. Maintain a single part within a companiment on a importance of pronouncing the words in a song well. Show control in voice. Play notes on instrumentsSing or play menory confidence, expressively a the performance.		songs.		Notice how music	dislikes.	different purposes of	together to compose	and styles can be
response to music. Explore the different sounds of instruments.moods and effects and to communicate ideas.cultures.cultures.cultures.cultured meanings and purposes of music, including contemporary culture.Notice and est how music re time, place culture.Singing and PerformingSing a few familiar songs. Begin to build a charge pitch and charge, songs and charling.Explore the use of the voice in different ways songs and charling.Sing with a sense of the voice in songs and charling.Sing with a sense of the voice in songs and charling.Sing with a sense of the shape of a melody. Perform songs using the way sounds can the way sounds can the way sounds can be combined and dances.Sing with a sense of the voice in songs and charling.Sing with a sense of the shape of a melody. Perform songs using the way sounds can the way sounds can be combined and dance.Sing a few the way sounds can the way sounds can the way sounds can be combined and used expressively.Sing in tune. Perform simple melodic and rhythmic group. Understand the importance of pronouncing the words the sense of ocasion affects the performance.Sing in tune. Perform simple melodic and rhythmi a group. Understand the importance of pronouncing the words heybard or flute).Notice and explore melodic and single part within a group. Understand that importance of pronouncing the words heybard or flute).Notice and explore melodic sing or play memory costinato octasion affects the performance.Sing in tune. perform simple melodic and rhythmic si		Imitate						used together to
music. Explore the different sounds sounds familiar songs. Begin to build a charters Children sing Songs, make Music and dances.effects and to communicate ideas.sounds charters of the voice in of the voice in such as speaking, create different songsSing with a sense of the voice in melody. Perform songs trepertoire of such as speaking, charting.Sing with a sense of the voice in melody. Perform songs trepertoire of such as speaking, charting.Sing with a sense of the voice in the voice in of the shape of a melody. Perform songs trepertoire of such as speaking, charting.Sing with a sense of the voice in of the voice in of the shape of a the sapes of the voice in orceativity and the way sounds can the way sounds can the way sounds can the way sounds can dances.Sing in tune. ture.Sing in tune with amelodic perform simple melodic parts with awareness of others. Perform simple parts with awareness of others. Maintain a group. Understand that importance of pronouncing the words in a song well. Show control in voice. Play weboard or flute).how music re time, place culture.with awareness out a steady pulse.melody. Perform rest with awareness the performance.Sing in tune. Perform simple parts with awareness of others. Maintain a instrumentsBreathe well and pronounce words, singing. Play an accompaniment on a instrument (e.g. octination on glockenspiel, keyboard or flute).with awareness out (pitch) to create different witch adares.simple patterns accompaniments accompaniments the performance.Sing in		movement in		create different		'		
Explore the different sounds of instruments.communicate ideas.communicate ideas.music, including contemporary culture.time, place culture.Singing and PerformingSing a few familiar songs. Begin to build a repertoire of dances.Explore the use of the voice in different ways songs and chanting.Sing with a sense of the voice in of the solar of songs and chanting.Sing with a sense of the voice in of the solar of songs and chanting.Sing with a sense of the voice in of the solar of songs and chanting.Sing with a sense of the solar of the voice in of the solar of the songs or songs and chanting.Sing with a sense of the solar of the voice and creativity and create dramatic effect. Perform used expressively.Sing in tune. Perform simple melodic and rhythmic parts.Sing in tune, place contemporary culture.Breathe well and pronounce words, change pitch and accompaniment on an instrument (e.g. octanithe simple patterns used expressively.Breathe well and pronounce words, chantina a singing. Play an accompaniment on an instrument (e.g. octanithe pulse, high and low (pitch) to create different wo (pitch) to create different wo (pitch) to created different steady pulse.Sing in tune. Perform simple pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and pronouncing the		response to				cultures.	cultural meanings	Notice and explore
different soundsideas.contemporary culture.culture.Sing and PerformingSing a few familiar songs. Begin to build a repertoire of dances.Explore the use of the voice in different ways songs and charling.Sing with a sense of the voice in adifferent ways songs and dances.Sing with a sense of the voice in of the voice in of the shape of a melody. Perform songs using creativity and expression and dances.Sing with a sense of the voice in of the voice in of the shape of a melody. Perform songs using creativity and expression and dances.Sing with a sense of the voice in of the shape of a melody. Perform songs using creativity and expression and be combined and usic and pulse, high and dance.Sing with a sense of the voice in of the shape of a melodic and rhythmic parts.Sing in tune. Perform simple melodic and rhythmic parts.Breathe well and pronounce words, change pitch and singing. Play an accompaniment on an instrument (e.g. of others. Maintain a dance.Perform signi parts from m accompaniment on an simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and pulse, high and and expressively a tune. Take tur lead a group. S harmony confidently								how music reflects
sounds instruments.of instruments.culture.Singing and PerformingSing a few familiar songs. Begin to build a different ways songs and chanting.Explore the use of the voice in such as speaking, songs and chanting.Sing with a sense of the voice in songs using creativity and creativity and expression and children sing biscover how the office.Sing with a sense of the voice in of the shape of a melody. Perform songs using creativity and expression and chanting.Sing with a sense of the shape of a melody. Perform songs using creativity and the way sounds can biscover how the office.Sing with a sense of the shape of a melodic creativity and the way sounds can be combined and the sense of occasion affectsSing in tune. Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a instrument (e.g. group. Understand that the sense of pronouncing the words keyboard or flute).Perform signi parts from mo awareness of others. Perform simple parts with awareness of others. Maintain a singing part within a instrument (e.g. ostinato on glockenspiel, keyboard or flute).Perform signi parts from mo awareness of others. pulse, high and and the sense of pronouncing the words the performance.Breathe well and pronounce words, chantin a singing. Play an instrument (e.g. ostinato on glockenspiel, keyboard or flute).Perform signi parts from mo awareness of others. Maintain a singing of others. pronouncing the words keyboard or flute).Image: the perform music a dance.Sing in tune, the perform and <th></th> <th></th> <th></th> <th>communicate</th> <th></th> <th></th> <th></th> <th></th>				communicate				
instruments.Sing a few familiar songs. Begin to build a repertoire of 				ideas.			• •	culture.
Singing and PerformingSing a few familiar songs. Begin to build a songs and chanting.Explore the use of the voice in of the voice in of the shape of a melody. Perform songs and dances. Children sing songs, make music and dance.Sing with a sense of the voice in of the voice in of the shape of a melody. Perform songs using creativity and chanting.Sing in tune. with a sense of the shape of a melodic and rhythmic parts. Notice and explore the way sounds can be combined and used expressively.Sing in tune. with awareness melodic and rhythmic parts with awareness of others. Maintain a simple part within a instrument (e.g. group. Understand the importance of pulse, high and low (pitch) to create different effects. PlaySing with a sense of the shape of a melody. Perform songs using creativity and the way sounds can be combined and used expressively.Sing in tune with awareness of others. Perform simple parts with awareness of others. Maintain a simple part within a instrument (e.g. octasion affects in a song well. Show control in voice. Play notes on instrumentsBreathe well and pronounce words, pronounce words, parts from m and from not with awareness singing. Play an accompaniment on an single part within a importance of pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and pronounce words, pronounce words, parts from m and from not with awareness singing. Play an accompaniment on an instrument (e.g. pronounce of pronouncing the words in a song well. Show control in voice. Play notes on instrumentsBreathe well and pronounce words,		sounds of					culture.	
Performingfamiliar songs. Begin to build a repertoire of songs and dances.of the voice in different ways such as speaking, songs and chanting.of the shape of a melody. Perform songs using create dramatic effects. PlayPerform simple melodic and rhythmic parts.awareness of others. Perform melodic and rhythmic parts with awareness of others. Maintain a simple part within a instrument (e.g. importancepronounce words, change pitch and and from not with awarenessPerformingfamiliar songs. such as speaking, chanteg.of the shape of a melody. Perform songs using creativity and expression and the way sounds can biscover how the dance.of the voice in different create dramatic effect. Perform simple patternsPerform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a instrument (e.g. group. Understand that importance in a song well. Show control in voice. Play notes on instrumentspronounce words, contidence, parts from mu and from not with awareness singing. Play an my own contrib singing or play memory								
Begin to build a repertoire of songs and dances.different ways such as speaking, singing chanting.melody. Perform songs creativity and creativity and creativity dances.melodic and rhythmic partsPerform melodic and parts singing parts with awareness of others. Maintain a simple part within a si		-		•	5	-		Perform significant
repertoire of such as speaking, songs using rhythmic parts. songs and singing and creativity and creativity and creativity and creativity and create dramatic chanting. Expression and the way sounds can of others. Maintain a companiment on an Sing or play instrument (e.g. music and rhythm and simple patterns used expressively. Understand that the sense of pulse, high and low (pitch) to accompaniments create different keeping to a effects. Play steady pulse. Response of the performance. Response on instruments on the performance of pronouncing the words in a song well. Show control in voice. Play notes on instruments on	Performing	•			•			parts from memory
songs and singing and creativity and dances. Children sing Songs, make voice can produce and dance. Music and dance. Children sing biscover how the create dramatic effect. Perform addance. Music and create different keeping to a effects. Play and steady pulse. Children sing biscover how the create dramatic be combined and used expressively. Music and dance. Music and dance. Music and biscover how the simple patterns addance. Music			'	'				and from notations
dances. Children sing songs, make music and dance.chanting. Discover how the effect.expression and create dramatic effect.the way sounds can be combined and used expressively.of others. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well.accompaniment on an instrument (e.g. ostinato on glockenspiel, keyboard or flute).Sing or play memory confidence, expressively a the sense of occasion affectsdance.chanting. voice can produce rhythm and low (pitch) to effects.expression and create different keeping to a effects.the way sounds can be combined and used expressively. Understand that the sense of occasion affectsof others. Maintain a simple part within a instrument (e.g. ostinato on glockenspiel, keyboard or flute).Sing or play memory confidence, expressively a the sense of occasion affectsdance.create different effects.expression accompaniments steadythe sense of occasion affectsof others. Maintain a simple part within a importanceaccompaniment on an instrumentSing or play memory confidence, expressively a the performance.dance.chait pulse.ndandthe sense of occasion affectspronouncing the words in a song well. Show ontes on instrumentskeyboard or flute).lead a group. S harmony confidently						· ·		with awareness of
Childrensing songs, musicDiscover how the voice can producecreatedramatic effect.be combinedsimple partsvily.simple group.usedusedsimple group.usedsimple group.usedsimple group.usedsimple group.usedsimple group.usedsimple group.usedsimple group.usedsimple group.usedsimple group.usedusedsimple group.usedusedsimple group.usedu		-	5 5					my own contribution.
songs, make voice can produce effect. Perform used expressively. group. Understand the importance of glockenspiel, expressively a dance. I will be and and and and the sense of low (pitch) to accompaniments create different keeping to a effects. Play steady pulse. I be performance. I and struments occasion affects of the performance. I and the performance of the performance of the performance. I and the performance of the performance of the performance of the performance. I and the performance of the performance of the performance of the performance. I and the performance of the performance. I and the performance of the performance o			2		•		•	
music dance.and pulse, high and low effects.simple patterns andDuderstand the sense occasion the performance.importance pronouncing the words in a song well.glockenspiel, keyboard or flute).expressively a tune.music dance.andandthe sense of occasion affectspronouncing the words in a song well.glockenspiel, keyboard or flute).expressively a tune.tune.the sense of occasion affectsoccasion affects the performance.in a song well.Show control in voice.harmony confidently		5						•
dance.pulse, high and low (pitch) to create different effects.and accompaniments teady steadythe sensesense of occasion affectspronouncing the words in a song well.keyboard or flute).tune. take tur lead a group.dance.pulse, high and low (pitch) to create different effects.and accompaniments teeping to a steady pulse.the sense of occasion the performance.pronouncing the words in a song well.keyboard or flute).tune. take tur lead a group.dance.pulse.the performance.control in voice. notes on instrumentsPlay confidently								
low (pitch) toaccompanimentsoccasionaffectsin a song well. Showlead a group. Screate differentkeepingtothe performance.control in voice. Playharmonyeffects.Playsteadypulse.notes on instrumentsconfidently			•					
create differentkeepingtoathe performance.control in voice.Playharmonyeffects.Playsteadypulse.notes on instrumentsconfidently		dance.					keyboara or flute).	
effects. Play steady pulse. notes on instruments confidently						_		
					The performance.			
			'					accurately. Maintain
			-					vocal/instrumental
								group part in an
and investigate that they sound others in the group ensemble.								• • •
simple beats and as they should. are singing or playing.			_					choombio.

		rhythms.					
Composing	Taps out simple	Investigate	Create short	Recognise how	Carefully choose,	Compose by	Compose using a
and	repeated	making sounds	musical patterns.	musical elements	order, combine and	developing ideas	variety of different
Improvising	rhythms.	that are very	Investigate long	can be used	control sounds with	within musical	musical devices
	Explores and	different (loud	and short sounds.	together to	awareness of their	structures.	including melody,
	learns how	and quiet, high	Explore changes	compose music.	combined effect.	Improvise melodic	rhythms, and chords.
	sounds can be	and low etc.).	in pitch to		Notice, analyse and	and rhythmic phases	Read the musical
	changed.	Explore own	communicate an		explore the way	as part of a group	stave and work out
	Make music, and	ideas and change	idea.		sounds can be	performance. Know	the notes EGBDF
	experiment with	as desired.			combined and used	and use standard	and FACE, and know
	ways of				expressively. Explain	musical notation of	how many beats they
	changing songs				how musical elements	crotchet, minim and	represent.
	and sounds.				can be used together	semibreve to	Improvise melodic
					to compose music.	indicate how many	and rhythmic
						beats to play.	material within given
							structures.