



Milestones for Music

September 2021

	EYFS	Communication and Language <u>Listening, Attention and Understanding ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;• Make comments about what they have heard and ask questions to clarify their understanding;• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Personal, Social and Emotional Development <u>Managing Self ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <u>Building Relationships ELG</u> Children at the expected level of development will: <ul style="list-style-type: none">• Work and play cooperatively and take turns with others;• Show sensitivity to their own and to others' needs.			



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Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will:

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts



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		To perform	To compose	To transcribe	To describe music
Key Stage 1	Year 1 and 2 NC 1	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. (NC 2, NC 4) • Follow instructions on how and when to sing or play an instrument. (NC 2, NC 5) • Make and control long and short sounds, using voice and instruments. (NC 7) • Imitate changes in pitch. (NC 3) 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. (NC 7) • Clap rhythms. (NC 3) • Create a mixture of different sounds (long and short, loud and quiet, high and low). (NC 7) • Choose sounds to create an effect. (NC 7) • Sequence sounds to create an overall effect. (NC 7) • Create short, musical patterns. (NC 2) • Create short, rhythmic phrases. (NC 2) 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. (NC 3) 	<ul style="list-style-type: none"> • Identify the beat of a tune. (NC 3) • Recognise changes in timbre, dynamics and pitch. (NC 3)
Lower Key Stage 2	Year 3 and 4 NC 9, NC 10	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. (NC 4) • Sing in tune. (NC 4) • Maintain a simple part within a group. (NC 5) • Pronounce words within a song clearly. (NC 5) • Show control of voice. (NC 4) • Play notes on an instrument with care so that they are clear. (NC 2) • Perform with control and awareness of others. (NC 5) 	<ul style="list-style-type: none"> • Compose and perform melodic songs. (NC 6) • Use sound to create abstract effects. (NC 2, NC 5) • Create repeated patterns with a range of instruments. (NC 6) • Create accompaniments for tunes. (NC 6) • Use drones as accompaniments. (NC 6) • Choose, order, combine and control sound to create an effect. (NC 2, NC 3, NC 4) • Use digital technologies to compose pieces of music. (NC 2) 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. (NC 8) • Recognise the notes EGBDF and FACE on the musical stave. (NC 8) • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. (NC 8) 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. (NC 3) • Evaluate music using musical vocabulary to identify areas of likes and dislikes. (NC 1, NC 3) • Understand layers of sounds and discuss their effect on mood and feelings. (NC 3)



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Upper Key Stage 2	Year 5 and 6 NC 9, NC 10	<ul style="list-style-type: none"> • Sing or play from memory with confidence. (NC 7) • Perform solos or as part of an ensemble. (NC 5) • Sing or play expressively and in tune. (NC 5) • Hold a part within a round. (NC 4) • Sing a harmony part confidently and accurately. (NC 5) • Sustain a drone or a melodic ostinato to accompany singing. (NC5) • Perform with controlled breathing (voice) and skilful playing (instrument). (NC 4, NC 5) 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. (NC 6) • Create rhythmic patterns with an awareness of timbre and duration. (NC 3, NC 6) • Combine a variety of musical devices, including melody, rhythm and chords. (NC 3, NC 6) • Thoughtfully select elements for a piece in order to gain a defined effect. (NC 4, NC 7) • Use drones and melodic ostinato (based on the pentatonic scale). (NC 5) • Convey the relationship between the lyrics and the melody. (NC 6) • Use digital technologies to compose, edit and refine pieces of music. (NC 2) 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. (NC 8) • Read and create notes on the musical staff. (NC 8) • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. (NC 8) • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. (NC 8) 	<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 <ul style="list-style-type: none"> • cultural context. (NC 3) • Describe how lyrics often reflect the cultural context of music and have social meaning. (NC 1)