

Music			
Essential Opportunities Key Stage 1		Essential Opportunities Key Stage 2	
<ul style="list-style-type: none"> <li>Use their voices by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments.</li> <li>Listen with focus and understanding to a range of high-quality live and recorded music.</li> <li>Make and combine sounds using the inter-related dimensions of music.</li> </ul>		<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand the basics of the staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.</li> </ul>	
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To perform	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument.</li> <li>Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch.</li> <li>Maintain a simple part within a group. • Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>' Sing or play expressively.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Can take a lead in a performance</li> </ul>
To compose	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create sounds using dynamics.</li> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why silence is used in music and its effect.</li> <li>Create repeated patterns on a range of instruments.</li> <li>Create accompaniments for tunes.eg drones • Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>understand structure/Form eg song structure.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
To transcribe	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>Use notation to record compositions.</li> <li>Recognise the notes on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve t</li> <li>Read and create notes on the musical staff.</li> <li>Use and understand simple time signatures.</li> </ul>
To describe music	<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of music from different times.</li> <li>Use musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to analyse features of music.</li> <li>pitch e dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> <li>lyrics and melody</li> <li>sense of occasion</li> <li>expressive</li> <li>solo</li> <li>rounds</li> <li>harmonies</li> <li>accompaniments</li> <li>drones</li> <li>cyclic patterns o combination of musical elements</li> <li>cultural context.</li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>