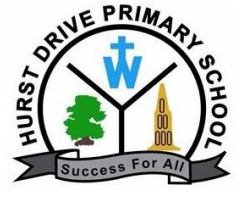




Hurst Drive Primary School
 Music: End of Year Milestones



Year 1 & 2 – Musical Skills		
Children working towards	Music Milestones	Children exceeding expectations
	The child can use their voice expressively and creatively by singing songs and speaking chants and rhymes.	
	The child can play untuned instruments musically.	
	The child can listen with concentration and understanding to a range of live and recorded music.	
	The child can experiment with, create, select and combine sounds using pitch, dynamics and timbre.	
	The child can use their own invented graphic notation to represent sounds.	
	The child can use dot notation and stick notation to read and to record a composed piece: crotchets, quavers and crotchet rests.	
	The child can walk, move or clap a steady beat, changing tempo as the music changes.	
	The child can perform short copycat rhythms accurately and invent rhythms for others to copy.	
	The child can follow pictures and symbols to guide singing and playing.	
	The child can perform as part of a choir in school assemblies.	
Year 1 & 2 Musical Knowledge		
	The child understands,, remembers and can use appropriately the core vocabulary: Relative pitch, Graphic score, Pulse, Crotchets and quavers, Rhythm scores, Rhythm cards, Phrase, Pitched/Unpitched Percussion	
	Children understand the difference between rhythm pattern and pitch pattern	
	Children know the meaning of dynamics (loud/quiet) and tempo (fast/slow)	

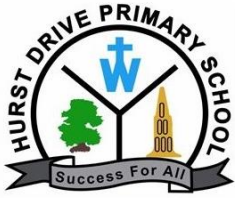


Hurst Drive Primary School

Music: End of Year Milestones



Year 3 & 4 – Musical Skills		
Children working towards	Music Milestones	Children exceeding expectations
	The child can sing and play musically with increasing confidence and control including singing rounds and partner songs.	
	The child can organise and manipulate ideas within musical structures to compose, making compositional decisions about the overall structure.	
	The child can compose music to create a specific mood.	
	The child can reproduce sounds from aural memory.	
	The child can play and perform in solo and ensemble contexts.	
	The child can use their voice and play musical instruments with increasing accuracy, fluency, control and expression.	
	The child can improvise and compose music for a range of purposes using pitch, dynamics and timbre, with voice, tuned and untuned percussion.	
	The child can listen with attention to detail and recall sounds with increasing aural memory.	
	The child can use staff and other musical notations: crotchets, paired quavers, minims, rests	
	The child can use dot notation to show higher or lower pitch.	
	The child can perform in a choir in school assemblies	
	The child can develop facility in playing tuned percussion or a melodic instrument.	
	The child can play and perform melodies following staff notation including performing in two or more parts (melody and accompaniment) with a sense of ensemble	
Year 3 & 4 Musical Knowledge		
	The child understands,, remembers and can use appropriately the key vocabulary: Pentatonic scale, Ascending and descending melodies, Octaves, Steps, Slides, Leaps, Sharp and Flat notes, Half Scale, Melodic Ostinato/drone, Hooks and Riffs, Pulse, Semi-quavers, Crotchet Rests, Minim Rests, Time Signatures, Graphic Scoring, Accents in a pulse, Beats in a bar, Rhythm cards/rhythms from songs, Vibration, Families of the Orchestra, Building an 'aural sound-bank'	
	The child has an understanding of what musical composition is.	
	The child understands staff and other musical notations crotchets, paired quavers, minims, rests.	
	The child can appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians	
	The child has developed an understanding of the history of music.	



Hurst Drive Primary School
 Music: End of Year Milestones



Year 5 & 6 – Musical Skills		
Children working towards	Music Milestones	Children exceeding expectations
	The child can sing and play musically with increasing confidence and control including singing three and four part rounds and/or partner songs.	
	The child can organise and manipulate ideas within musical structures to compose to evoke a specific atmosphere or to accompany a film, book or to set a scene.	
	The child can plan and compose melodic phrases which incorporate rhythmic variety and interest.	
	The child can reproduce sounds from aural memory and is developing the skill of playing by ear on tuned instruments.	
	The child can play and perform in solo and ensemble contexts, performing a repertoire of arranged pieces and arrangements.	
	The child can use their voice and play musical instruments with increasing accuracy, fluency, control and expression.	
	The child can improvise and compose music for a range of purposes using pitch, dynamics and timbre.	
	The child can listen with attention to detail and recall sounds with increasing aural memory.	
	The child can use staff and other musical notations crotchets, quavers, minims, semibreves, semiquavers, rests, time signatures 2/4, 3/4, 4/4	
	The child can perform a range of songs in school assemblies, in-school performance opportunities and to a wider audience.	
	The child can play a melody following staff notation and making decisions about dynamic range.	
Year 5 & 6 – Music Knowledge		
	The child understands,, remembers and can use appropriately the key vocabulary: Major, Minor, Major Triads, Chords, Note Clusters/Discords, Treble Clef, Bass Clef, Blues Scales, Sharps, Flats, Indian Ragas, Chromatic Scales, Modal Scales, Conventional or graphic notation, Syncopation, Rhythmic rounds, Ostinati, Compound time signatures, Irregular time signatures and accent patterns, Accents in pulse, Beats in a bar, Pulse and Rhythm, Rap, Dance Music, Marches, Rhythmic Scores, Pop/Rock Groups, Blues Bands, Jazz Bands, Bing Bands, Djembe, Sitar, Tabla Drums, Steel Pans, Timbre	
	The child has an understanding of what musical composition is.	
	The child understands staff and other musical notations crotchets, quavers, minims, semibreves, semiquavers, rests,	
	The child understands the difference between time signatures 2/4, 3/4, 4/4	
	The child can appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians	
	The child has developed an understanding of the history of music.	