Music Milestones			
	Milestone 1	**Milestone 2**	**Milestone 3**
Perform This concept involves understanding that music is created to be performed.	• Take part in singing, using solfa and accurate pitch • Follow instructions on how and when to sing or play an instrument. • Play a simple rhythmic accompaniment on an untuned instrument • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Sing from memory with accurate pitch. • Sing in tune. • Sing as part of a two and three part round or canon • Sing as part of a call and response song • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune (both accompanied and a Capella) • Sing as part of a three and four part round or canon with confidence and accuracy • Hold their part in a multi instrumental ensemble • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). • Improvise using an instrument
Compose This concept involves appreciating that music is created through a process which has a number of techniques.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns (ostinato) with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect - including through improvisation	• Create songs with verses and a chorus - with scaffolding and boundaries placed by teacher • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and simple chord - i.e. I, IV, V and/or 12 bar blues. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.

Music Milestones			
	Milestone 1	**Milestone 2**	**Milestone 3**
Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	• Use symbols (including crotchets, quavers and rests/so, me and la) to represent a composition and use them to help with a performance.	• Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use and understand duple time signatures	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand and use the # (sharp) and ♭(flat) symbols. • Use and understand compound time signatures.

Listen and Describe music
 	
This concept involves appreciating the features and effectiveness of musical elements.
	• Listen with concentration and understanding to a range of high-quality live and recorded music
	• Identify the beat of a tune.
	• Recognise changes in timbre, dynamics and pitch.
	• Begin to understand the history of some forms of music
	• Talk about some great composers from the past
		• Listen with concentration and begin recall sounds with increasing aural memory
		• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
		• Evaluate music using musical vocabulary to identify areas of likes and dislikes.
		• Understand layers of sounds and discuss their effect on mood and feelings.
		• Begin to understand the history and traditions of a wider range of music
		• Talk about some great composers and musicians from the past and present in greater detail
			• listen with attention to detail and recall sounds with increasing aural memory
			• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
			   • pitch
			   • dynamics
			   • tempo
			   • timbre
			   • texture
			   • lyrics and melody
			   • sense of occasion
			   • expressive
			   • solo
			   • rounds/canons
			   • harmonies
			   • accompaniments
			   • drones
			   • cyclic patterns
			   • combination of musical elements
			   • cultural context
			• Describe how lyrics often reflect the cultural context of music and have social meaning.
			• Show an understand of the history and traditions of a wider range of music
			• Talk about some great composers and musicians from the past and present and make comparisons between their music