



## EYFS & KS1: Music End of Year Milestones 2024-25

	Early Years Foundation Stage	Year 1	Year 2
	<b>Children will:</b>		
Use voice expressively and creatively	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a variety of vocal warm-ups.</li> <li>Sing the song <i>Your Imagination</i> and <i>I Like the Flowers</i> in small groups and as a class.</li> <li>Sing together in an ensemble.</li> <li>Perform as a whole class ensemble at Christmas and the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a variety of vocal warm-ups.</li> <li>Sing <i>London's Burning</i> in unison and in a round, singing in 2-parts with increasing confidence and accuracy.</li> <li>Sing in another language - <i>Siyahamba</i>.</li> <li>Sing <i>Friendship Song</i> in solo, small groups and as a class.</li> <li>Perform as a whole class ensemble at Christmas and the end of the year.</li> </ul>
Play tuned and untuned instruments	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Play a variety of tuned and untuned instruments in groups and as a class.</li> <li>Understand the instrument families of the orchestra.</li> <li>Learn good instrumental technique - how to hold/play/care for.</li> </ul>	<ul style="list-style-type: none"> <li>Use percussion to explore pulse and rhythm to create a class performance.</li> <li>Use traditional African percussion instruments (djembes) to enhance performances.</li> <li>Learn a variety of simple melodies on the glockenspiel to help understand pitch and melody.</li> </ul>
Experiment w/ create, select & combine sounds	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Explore and use a variety of artistic effects to express ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>As a class, compose new lyrics for the song <i>I Like the Flowers</i>.</li> <li>Compose and perform short melodic and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose short pieces of music using their bodies and instruments made from objects in the spaces they are in.</li> </ul>
Musical Elements	<ul style="list-style-type: none"> <li>Pulse</li> <li>Pitch</li> <li>Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Pulse</li> <li>Pitch</li> <li>Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Pulse</li> <li>Pitch</li> <li>Rhythm/Tempo</li> <li>Dynamics</li> </ul>



- Musical notation (dot notation)

### KS2: Music End of Year Milestones 2024 - 25

	Year 3	Year 4	Year 5	Year 6
	<b>Children will:</b>			
Play and perform vocally and instrumentally	<ul style="list-style-type: none"> <li>• Play the glockenspiel, focusing on technique, pitch and rhythm.</li> <li>• Explore a variety of percussion instruments and create a class composition.</li> <li>• Use bodies, voices and instruments to explore rhythm and pulse.</li> <li>• Perform as a whole class ensemble at Christmas and the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing confidently and accurately in two-part harmony both in small groups and solo leading the class.</li> <li>• Learn the chords C, Am and F to play a number of two and three chord songs.</li> <li>• Play a range of music on the glockenspiel with accurate pitch and rhythm.</li> <li>• Perform as a whole class ensemble at Christmas and the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Play two and three chord songs as a class on the ukulele using C, Am, F and G7 and have an understanding of the twelve-bar blues.</li> <li>• Perform melodic ostinato compositions as a whole class using a variety of classroom instruments.</li> <li>• Perform as a whole class ensemble at Christmas and the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the chord G to add to previous chords learnt and play four chord songs.</li> <li>• More confident students playing solo.</li> <li>• Create a performance as a class including an original rap and at least one melodic hook.</li> <li>• Develop tuned percussion skills and begin to develop ensemble skills, arranging, rehearsing and performing.</li> <li>• Sing confidently in two and three part harmony.</li> <li>• Perform as a whole class ensemble at Christmas and the end of the year.</li> </ul>
Improvise and compose music	<ul style="list-style-type: none"> <li>• Compose and improvise in small groups to create an original composition inspired by <i>The Enormous Crocodile</i>.</li> <li>• In pairs/small groups, improvise and compose a rhythmic ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and create their own lyrics for the song <i>Drunken Sailor</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and arrange a class performance of <i>La Bamba</i></li> <li>• Improvise with the twelve-bar blues on the ukulele.</li> <li>• In pairs/small groups, improvise and compose a melodic ostinato.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose melodic lines and an original rap for a class performance.</li> <li>• Improvise solos on ukulele, percussion and glockenspiel for instrumental sections in song arrangements.</li> </ul>



<p>Use and understand staff and other musical notation</p>	<ul style="list-style-type: none"><li>• Use rhythm grids to introduce the concept of music notation.</li><li>• Develop an understanding of how to play the glockenspiel through staff notation.</li><li>• Understand and use crotchets and quavers to create rhythmic ostinatos.</li></ul>	<ul style="list-style-type: none"><li>• Develop an understanding of the chords using C, F and Am and how they can be represented through tablature notation.</li></ul>	<ul style="list-style-type: none"><li>• Develop an understanding of the twelve-bar blues, through the ukulele.</li><li>• Build on existing knowledge of notation and graphic scoring when composing melodic ostinatos.</li><li>• Understand and use crotchets, quavers and semiquavers to create melodic ostinatos.</li><li>• Develop an understanding of the chords using C, F, G7 and Am and how they can be represented through tablature notation.</li></ul>	<ul style="list-style-type: none"><li>• Develop an understanding of the chords using C, F, G and G7 and Am and how they can be represented through tablature notation.</li><li>• Develop an understanding of the musical scale.</li><li>• Understand and use minims, semibreves, crotchets, quavers and semiquavers to create a whole class Samba performance. .</li><li>• Use notation to compose a melodic hook, and to read melody and rhythm lines for ensemble parts.</li></ul>



<p>listen and appraise a range of high-quality music</p>	<ul style="list-style-type: none"> <li>Identify the pulse when listening to a variety of music.</li> <li>Identify the structure of a variety of Disco tracks.</li> <li>Explain how the words of the song tell a story.</li> <li>Develop an understanding of the glockenspiel.</li> <li>Listen carefully and respectfully to other people's thoughts about a variety of music, including Disco, a range of classical music and reggae music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pulse when listening to a variety of music.</li> <li>Listen carefully and respectfully to other people's thoughts about sea shanties and a variety of music, including Sea Shanties, Gospel and Soul Music and a range of ukulele music.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ostinatos in a variety of music.</li> <li>Identify the instruments/ voices/texture they can hear.</li> <li>Talk about musical elements used in a range of songs.</li> <li>Listen carefully and respectfully to other people's thoughts about sea shanties and a variety of music, including a variety of pop music, a range of ukulele music and music featuring prominent ostinatos.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about any musical connection with previous knowledge and understanding.</li> <li>Identify the instruments/ voices/texture they can hear.</li> <li>Talk about musical elements used in a range of songs.</li> <li>Listen carefully and respectfully to other people's thoughts about sea shanties and a variety of music, including Samba music, Hip Hop and a variety of pop music.</li> </ul>
<p>Musical Elements</p>	<ul style="list-style-type: none"> <li><b>Pulse</b></li> <li><b>Pitch/melody</b></li> <li><b>Rhythm/Tempo</b> (allegro/adagio)</li> <li><b>Dynamics</b> (forte/piano)</li> <li><b>Musical notation:</b> graphic scoring, staff notation (crotchets, quavers, minims)</li> <li><b>Texture</b> (unison, layered, solo)</li> <li><b>Structure</b> (call and response; question phrase, answer phrase, echo)</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse</b></li> <li><b>Pitch/melody</b></li> <li><b>Rhythm/Tempo</b> (allegro/adagio /accelerando/rallentando)</li> <li><b>Dynamics</b> (crescendo/diminuendo)</li> <li><b>Musical notation:</b> staff notation (crotchets, quavers, minims, rests)</li> <li><b>Texture</b> (duet, melody and accompaniment)</li> <li><b>Structure</b> (rounds and partner songs, repetition, contrast)</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse</b></li> <li><b>Pitch/melody</b></li> <li><b>Rhythm/Tempo</b> (allegro/adagio /accelerando/rallentando)</li> <li><b>Dynamics</b> (mezzo forte/mezzo piano/ fortissimo/pianissimo)</li> <li><b>Musical notation:</b> staff notation (crotchets, quavers, minims, semibreves, semiquavers, rests)</li> <li><b>Texture</b> (music in 3 parts, music in 4 parts)</li> </ul>	<ul style="list-style-type: none"> <li><b>Pulse</b></li> <li><b>Pitch/melody</b></li> <li><b>Rhythm/Tempo</b> (allegro/adagio /accelerando/rallentando)</li> <li><b>Dynamics</b> (mezzo forte/mezzo piano/fortissimo/pianissimo)</li> <li><b>Musical notation:</b> staff notation (crotchets, quavers, minims, semibreves, semiquavers, rests)</li> <li><b>Texture</b> (music in 3 parts, music in 4 parts)</li> <li><b>Structure</b> (ternary form, verse and chorus form, music with multiple sections)</li> </ul>



			<ul style="list-style-type: none"><li>• <b>Structure</b> (ternary form, verse and chorus form, music with multiple sections)</li><li>• <b>Timbre</b> (e.g. pizzicato, tremolo)</li></ul>	<ul style="list-style-type: none"><li>• <b>Timbre</b> (e.g. pizzicato, tremolo)</li></ul>
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