



EYFS & KS1: Music End of Year Milestones 2025-26

	Early Years Foundation Stage	Year 1	Year 2
	Children will:		
Use voice expressively and creatively	• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	• Sing a variety of vocal warm-ups. • Sing the song <i>Your Imagination</i> and <i>I Like the Flowers</i> in small groups and as a class. • Sing together in an ensemble. • Perform as a whole class ensemble at Christmas and the end of the year.	• Sing a variety of vocal warm-ups. • Sing <i>London's Burning</i> in unison and in a round, singing in 2-parts with increasing confidence and accuracy. • Sing in another language - <i>Siyahamba</i>. • Sing <i>Friendship Song</i> in solo, small groups and as a class. • Perform as a whole class ensemble at Christmas and the end of the year.
Play tuned and untuned instruments	• Explore, use and refine a variety of artistic effects to express their ideas and feelings.	• Play a variety of tuned and untuned instruments in groups and as a class. • Understand the instrument families of the orchestra. • Learn good instrumental technique - how to hold/play/care for.	• Use percussion to explore pulse and rhythm to create a class performance. • Use traditional African percussion instruments (djembes) to enhance performances. • Learn a variety of simple melodies on the glockenspiel to help understand pitch and melody.
Experiment w/ create, select & combine sounds	• Explore and engage in music making and dance, performing solo or in groups. • Explore and use a variety of artistic effects to express ideas and feelings.	• As a class, compose new lyrics for the song <i>I Like the Flowers</i>. • Compose and perform short melodic and rhythmic phrases.	• Improvise and compose short pieces of music using their bodies and instruments made from objects in the spaces they are in.
Musical Elements	• Pulse • Pitch • Rhythm	• Pulse • Pitch • Rhythm	• Pulse • Pitch • Rhythm/Tempo • Dynamics



- Musical notation (dot notation)

KS2: Music End of Year Milestones 2025 - 26

	Year 3	Year 4	Year 5	Year 6
	Children will:			
Play and perform vocally and instrumentally	• Play the glockenspiel, focusing on technique, pitch and rhythm. • Explore a variety of percussion instruments and create a class composition. • Use bodies, voices and instruments to explore rhythm and pulse. • Perform as a whole class ensemble at Christmas and the end of the year.	• Sing confidently and accurately in two-part harmony both in small groups and solo leading the class. • Learn the chords C, Am and F to play a number of two and three chord songs. • Play a range of music on the glockenspiel with accurate pitch and rhythm. • Perform as a whole class ensemble at Christmas and the end of the year.	• 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. • Perform melodic ostinato compositions as a whole class using a variety of classroom instruments. • Perform as a whole class ensemble at Christmas and the end of the year.	• Learn the chord G to add to previous chords learnt and play four chord songs. • More confident students playing solo. • Create a performance as a class including an original rap and at least one melodic hook. • Develop tuned percussion skills and begin to develop ensemble skills, arranging, rehearsing and performing. • Sing confidently in two and three part harmony. • Perform as a whole class ensemble at Christmas and the end of the year.
Improvise and compose music	• Compose and improvise in small groups to create an original composition inspired by <i>The Enormous Crocodile</i>. • In pairs/small groups, improvise and compose a rhythmic ostinato.	• Improvise and create their own lyrics for the song <i>Drunken Sailor</i>.	• Improvise and arrange a class performance of <i>La Bamba</i> • Improvise with the twelve-bar blues on the ukulele. • In pairs/small groups, improvise and compose a melodic ostinato.	• Compose melodic lines and an original rap for a class performance. • Improvise solos on ukulele, percussion and glockenspiel for instrumental sections in song arrangements.



Use and understand staff and other musical notation	• Use rhythm grids to introduce the concept of music notation. • Develop an understanding of how to play the glockenspiel through staff notation. • Understand and use crotchets and quavers to create rhythmic ostinatos.	• Develop an understanding of the chords using C, F and Am and how they can be represented through tablature notation.	• Develop an understanding of the twelve-bar blues, through the ukulele. • Build on existing knowledge of notation and graphic scoring when composing melodic ostinatos. • Understand and use crotchets, quavers and semiquavers to create melodic ostinatos. • Develop an understanding of the chords using C, F, G7 and Am and how they can be represented through tablature notation.	• Develop an understanding of the chords using C, F, G and G7 and Am and how they can be represented through tablature notation. • Develop an understanding of the musical scale. • Understand and use minims, semibreves, crotchets, quavers and semiquavers to create a whole class Samba performance. . • Use notation to compose a melodic hook, and to read melody and rhythm lines for ensemble parts.



listen and appraise a range of high-quality music	- Identify the pulse when listening to a variety of music. - Identify the structure of a variety of Disco tracks. - Explain how the words of the song tell a story. - Develop an understanding of the glockenspiel. - Listen carefully and respectfully to other people's thoughts about a variety of music, including Disco, a range of classical music and reggae music.	- Identify the pulse when listening to a variety of music. - 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.	- Identify ostinatos in a variety of music. - Identify the instruments/ voices/texture they can hear. - Talk about musical elements used in a range of songs. - 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.	- Talk about any musical connection with previous knowledge and understanding. - Identify the instruments/ voices/texture they can hear. - Talk about musical elements used in a range of songs. - 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.
Musical Elements	Pulse Pitch/melody Rhythm/Tempo (allegro/adagio) Dynamics (forte/piano) Musical notation; graphic scoring, staff notation (crotchets, quavers, minims) Texture (unison, layered, solo) Structure (call and response; question phrase, answer phrase, echo)	Pulse Pitch/melody Rhythm/Tempo (allegro/adagio /accelerando/rallentando) Dynamics (crescendo/diminuendo) Musical notation; staff notation (crotchets, quavers, minims, rests) Texture (duet, melody and accompaniment) Structure (rounds and partner songs, repetition, contrast)	Pulse Pitch/melody Rhythm/Tempo (allegro/adagio /accelerando/rallentando) Dynamics (mezzo forte/mezzo piano/ fortissimo/pianissimo) Musical notation; staff notation (crotchets, quavers, minims, semibreves, semiquavers, rests) Texture (music in 3 parts, music in 4 parts)	Pulse Pitch/melody Rhythm/Tempo (allegro/adagio /accelerando/rallentando) Dynamics (mezzo forte/mezzo piano/ fortissimo/pianissimo) Musical notation; staff notation (crotchets, quavers, minims, semibreves, semiquavers, rests) Texture (music in 3 parts, music in 4 parts) Structure (ternary form, verse and chorus form, music with multiple sections)



			• Structure (ternary form, verse and chorus form, music with multiple sections) • Timbre (e.g. pizzicato, tremolo)	• Timbre (e.g. pizzicato, tremolo)
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