






Music Curriculum Milestones

Connecting Stone	Big Idea (NC links)	Year R	Years 1 & 2	Years 3 & 4	Years 5 & 6
notation 	Understand musical notation.	Recognise basic symbols to show simple notes. Use simple notation to create basic rhythms.	Copy, play and compose music combining sounds. Identify, choose and adapt non-standard symbols to represent musical notes.	Identify, choose and write standard musical notes (crochet, quaver, minim). Copy, play and compose a piece of music with notes displayed. Count, play and predict how many bpm in a piece of music.	Identify, choose and write standard musical notes (semi-quaver, semi-breve). Recognise, play and compose music using EGBDF and FACE on the musical stave. Listen to, replicate and devise simple time signatures.




<p>instruments</p> 	<p>Identify, explore and understand the use of musical instruments.</p>	<p>Be able to name percussion instruments and select for purpose.</p> <p>Be able to select a percussion instrument for a purpose.</p> <p>Be able to explore sounds using body percussion.</p>	<p>Play, choose and appraise a range of tuned and untuned instruments.</p> <p>Identify, explain and assess different uses of musical instruments.</p>	<p>Explore, select and play tuned instruments with increasing accuracy.</p> <p>Categorise, distinguish and comment on instrument families.</p> <p>Explore, compare and experiment with different instruments and their effects.</p>	<p>Imitate, improvise and compose music on keyboards or chosen instruments.</p> <p>Explore, compare and criticise the effect of different types of instruments on a piece of music.</p> <p>Examine, experiment with and devise musical compositions through the use of technology.</p>
<p>performance</p> 	<p>Perform effectively using a variety of musical media.</p>	<p>Learn and perform a range of songs.</p>	<p>Copy, adapt and reflect on voices used expressively to create sequences</p>	<p>Prepare, practise and execute playing, singing and performing in solo</p>	<p>To investigate, play and compose a variety of musical styles confidently.</p>



		<p>Copy a rhythm and beat and know the difference.</p> <p>Be able to follow a simple melody.</p>	<p>with long and short sounds.</p> <p>Identify, imitate and create changes in pitch.</p> <p>Interpret, implement and conduct hand signals to show when to sing or play an instrument.</p>	<p>and ensemble context with accurate pitch.</p> <p>Imitate, play and compose notes on an instrument with care so that they are clear.</p>	<p>Explore, perform and evaluate performing with controlled breathing while sustaining a drone or a melodic ostinato.</p> <p>Experiment with, imitate and perform music using instruments skilfully.</p>
<p>genre</p> 	<p>Explore, listen to and compare a range of genres.</p>	<p>Experience a range of musical genre.</p> <p>Understand that there are different types of music.</p>	<p>Identify, comment on and appraise a piece of music using different instruments from different genres.</p>	<p>Identify, associate and compare the history of music and changes over time.</p> <p>Categorise, articulate and predict instruments used in a piece of</p>	<p>Examine, compare and debate on musical genres giving reasons for preference.</p> <p>Duplicate, innovate and compose a piece of music inspired by a</p>



				music for a specific purpose.	preferred genre of music.
appraisal 	Appreciate, critique and review a wide variety of musical media.	Explore and comment on the impact of music on emotions. Describe likes and dislikes of a piece of music.	Listen to, investigate and appraise a range of live and recorded music. Distinguish, describe and question what the composer is trying to convey.	Listen to, identify and comment on music from different cultures, traditions and musicians. Question, evaluate and explain the impact of lyrics on a piece of music. Summarise, appraise and evaluate music using musical vocabulary.	Listen to, evaluate and appraise a wide range of music and comment on instruments and melodic shape. Describe, summarise and reflect on how lyrics often reflect the cultural context of music and have social meaning.