

MUSIC			
	Milestone 1	Milestone 2	Milestone 3
TO PERFORM	<p>Sing simple songs, chants and rhymes from memory. Sing collectively at the same pitch. Track leaps in pitch physically using hand signs. Respond to simple visual instructions. Make and control long and short sounds using voice and instruments. Play high and low patterns on tuned percussion. Move and play in time to a steady beat.</p>	<p>Sing a widening range of unison songs from memory with accurate pitch. Maintain a simple part within a group. Play a simple ostinato or repeated phrase to accompany a song or performance. Perform with control and awareness of others. Play short rhythmic and melodic patterns on instruments. Move and play to a steady beat, changing speed as the tempo of music changes. Play a simple ostinato or repeated phrase to accompany a song or performance. Improve singing and playing through directed rehearsal and practise.</p>	<p>Sing a broad range of songs with a sense of ensemble performance. Sing or play expressively and in tune. Sing or play music in two parts. Perform solos or as part of an ensemble. Perform a simple chord sequence to accompany a song or a piece of music. Play melodies on tuned percussion, melodic instruments or keyboard. Perform rhythmic sequences. Improve singing and playing through directed and independent rehearsal and practise.</p>
TO COMPOSE	<p>Create musical sound effects and short sequences of sounds in response to stimuli. Play copycat rhythms Create rhythms using word patterns. Create short pitched patterns on tuned instruments. Improvise simple question and answer phrases, creating a musical conversation.</p>	<p>Create and perform short rhythmic and melodic patterns. Structure musical ideas to create music with a beginning, middle and end. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose a piece of music.</p>	<p>Thoughtfully select elements for a piece in order to gain a desired effect. Create and perform rhythmic and melodic sequences. Combine a variety of musical devices, including melody, rhythm and chords. Compose a melody phrase using the pentatonic scale. Create music with multiple sections that include repetition and contrast. Use digital technologies to compose, edit and refine pieces of music.</p>
TO TRANSCRIBE	<p>Use symbols and pictures to represent sounds in a composition and use them to help with a performance.</p>	<p>Create and interpret simple graphic scores. Use simple grids to read and write music with standard and non-standard notation. Recognise standard rhythmic notation symbols for crotchet, paired quavers, minim and semibreve. Play and perform melodies following staff notation using a small range.</p>	<p>To use a range of notation for specific purposes. Recognise standard rhythmic notation symbols for crotchet, paired quavers, semiquavers, minim and semibreve. Read and play short rhythmic phrases at sight using conventional symbols for known rhythms and note durations. Read and play from simple pitch notation. Experience how musical notation supports music making in ways other than showing rhythm and pitch, e.g. dynamic and tempo markings.</p>
TO DESCRIBE	<p>Describe music using simple musical vocabulary such as high, low, slow, fast, long, short, loud and quiet.</p>	<p>Identify specific sounds and sections when listening to music. Begin to use vocabulary of the interrelated dimensions when describing and discussing music. Evaluate music using musical vocabulary to discuss likes and dislikes.</p>	<p>Identify the structure of a piece of music. Express and justify opinions about music heard and performed using vocabulary of the interrelated dimensions of music. Comment on specific features and intended effects.</p>