

Polehampton CE Infant and Junior Schools

Curriculum Milestones: Music



Introduction

Milestones are designed to provide focus for progression points throughout a child's journey through the school. Early Years Foundation Stage is also included in this document to highlight the links between Early Years and the National Curriculum. For Years 1 to 6, teachers refer to the [National Curriculum](#) at all planning stages.

Milestones overview: Early Years Foundation Stage

There are separate plans for EYFS which outline the topics covered and highlight cross-curricular links (including within the National Curriculum). Below is an explanation of how the subject links with the Areas of Learning in EYFS.

Milestones overview: Years 1 to 6 (National Curriculum)

We follow the National Curriculum. Using the National Curriculum as our core document, we have created milestone objectives for Key Stage 1 (KS1), Lower Key Stage 2 (KS2) and Upper Key Stage 2 (KS2) based on our own curriculum needs, desired assessment outcomes and research from a range of sources.

Area of Learning: Communication and Language	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Sing a large repertoire of songs.
Reception (4/5 y/o)	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
End of Reception: ELG	<ul style="list-style-type: none"> N/A

Area of Learning: Physical Development	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks.
Reception (4/5 y/o)	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
End of Reception: ELG	<ul style="list-style-type: none"> N/A

Area of Learning: Expressive Arts and Design	
Nurseries (3/4 y/o)	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception (4/5 y/o)	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

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	<ul style="list-style-type: none">• Explore and engage in music making and dance, performing solo or in groups.
End of Reception: ELG	<p>Being imaginative and expressive</p> <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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Appraisal and knowledge of others' work	
KS1	<p>KS1 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Recognise and understand the difference between pulse and rhythm. Recognise some instruments within pieces of music. Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Express an opinion about music, including (using simple musical language) why they like/dislike the piece. Describing the character, mood, or 'story' of music they listen to. Listen and respond to other performers by playing as part of a group.
LKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. • Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Pupils should be taught to develop an understanding of the history of music. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Identify gradual dynamic and tempo changes within a piece of music. Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identify common features between different genres, styles and traditions of music. Recognise, name and explain the effect of the interrelated dimensions of music. Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
UKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. • Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Pupils should be taught to develop an understanding of the history of music. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary and relating it to other aspects of the Arts. Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

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- c) Identifying the way that features of a song can complement one another to create a coherent overall effect.
- d) Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- e) Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.

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Developing ideas and planning	
KS1	<p>KS1 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to understand and explore how music is created, produced and communicated. • Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Combine and layer an instrumental and vocal pattern within a given structure. Create simple melodies from five or more notes. Choose appropriate dynamics, tempo and timbre for a piece of music. Use letter name and graphic notation to represent the details of their composition. Begin to suggest improvements to their own work.
LKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to understand and explore how music is created, produced and communicated. • Pupils should be taught to improvise and compose music for a range of purposes. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece of music with different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.
UKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to understand and explore how music is created, produced and communicated. • Pupils should be taught to improvise and compose music for a range of purposes. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Record a composition using appropriate forms of notation and/or technology.

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Making, producing and performing	
KS1	<p>KS1 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be taught to experiment with and create sounds. • Pupils should be taught to play tuned and untuned instruments musically. • Pupils should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). Sing short songs from memory, with melodic and rhythmic accuracy. Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Perform expressively using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.
LKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to understand and explore how music is created, produced and communicated. • Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. • Pupils should be taught to use and understand staff and other musical notations. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Sing longer songs in a variety of musical styles from memory, with accuracy, control and fluency, including control of subtle dynamic changes. Sing and play in time with peers with accuracy and awareness of their part in the group performance. Play melody parts on tuned instruments with accuracy and control and developing instrumental technique. Play syncopated rhythms with accuracy, control and fluency.
UKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none"> • Pupils should be able to understand and explore how music is created, produced and communicated. • Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. • Pupils should be taught to use and understand staff and other musical notations. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Perform a solo or taking a leadership role within a performance. Perform with accuracy and fluency from graphic and staff notation and from their own notation. Perform by following a conductor's cues and directions.

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Expressing	
KS1	<p>KS1 Music National Curriculum</p> <ul style="list-style-type: none">• Pupils should be taught to use their voices expressively and creatively.• Pupils should be taught to experiment with, create, select and combine sounds. <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none">a) Create a simple piece (either with instrument or song) that is adapted from a known piece, and explain why they have made it personal to them.b) Create a simple piece with a range of instruments (either individually or with a group).
LKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none">• Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none">a) Begin to improve musically within a style.b) Understand mood and expression in music and be able to demonstrate that in simple terms within a piece.
UKS2	<p>KS2 Music National Curriculum</p> <ul style="list-style-type: none">• Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none">a) Improvise coherently and creatively within a given style, incorporating given features.b) Use (and be able to explain) mood when creating a piece, as well as why they have chosen a certain speed, tempo, pitch etc.

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Evaluating	
KS1	<p>KS1 Music National Curriculum Pupils should be taught to develop a critical engagement with music.</p> <p>Children can, by the end of Year 2, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Suggest improvements (in simple terms) for their and others' work. Evaluate, in simple terms, the effectiveness of a piece of music they have created against the brief. Start to identify strengths and possible changes they might make to refine their existing piece and explain these, in simple terms, to an adult at the time. Start to understand that the process of composition sometimes involves repeating different stages of the process to enhance or improve.
LKS2	<p>KS2 Music National Curriculum Pupils should be taught to develop a critical engagement with music.</p> <p>Children can, by the end of Year 4, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Use musical vocabulary when discussing improvements to their own and others' work. Consider their composition criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their piece. Re-evaluate their initial piece and make simple notes to explain what did / did not work or what they liked / did not like. Evaluate their piece against their original brief, assessing overall and specific successes. Give and receive feedback from others, making adaptations as necessary and reflecting on that feedback.
UKS2	<p>KS2 Music National Curriculum Pupils should be taught to develop a critical engagement with music.</p> <p>Children can, by the end of Year 6, meet the following statements in this concept area:</p> <ol style="list-style-type: none"> Confidently and constructively critique and evaluate their own and others' work, using detailed musical vocabulary. Critically evaluate the quality of a composition against the original brief, making purposeful changes as needed (and explaining those). Outline the changes they would make to improve a piece next time, giving specific examples not just of what they would improve, but how and why. Consider the effectiveness of the piece against others' pieces, and why their piece was more / less effective in their view. Give and receive feedback from others, making changes as necessary and reflecting on that feedback.

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