



The Raleigh Primary School

End of Year Milestones

What must children achieve in Music in order to be ready for next year?

Reception: Perform Compose Transcribe Describe

- **Begin to build a repertoire of songs. Sing to self and make up songs. Sing a few familiar songs.**
- **Explore the different sounds of instruments. Tap out simple rhythms.**
- **Explore how sounds can be changed.**
- **Make up simple rhythms.**
- **Represent their own ideas, thoughts and feelings through music.**
- **Capture experiences and responses with a range of media, including music.**

Year 1: Perform Compose Transcribe Describe

- **Sing simple songs, chants and rhymes from memory.**
- **Follow instructions on how to sing.**
- **Imitate changes in pitch.**
- **Sing in high and low voices and talk about the difference in sound.**
- **Perform word pattern chants; create, retain and perform own rhythm chants.**
- **Improvise simple vocal chants using question and answer phrases.**
- **Join in with a range of songs in school assemblies**
- **Follow instructions on how to play an instrument.**
- **Walk, move or clap a steady beat, changing the speed of the beat as the speed (tempo) of the music changes.**
- **Use body percussion and class percussion to play repeated rhythm patterns.**
- **Use tuned instruments to play pitched patterns while maintaining a steady beat.**
- **Explore percussion sounds to enhance story telling.**
- **Follow pictures and symbols to guide singing and playing. E.g. 4 dots = 4 taps on a drum**
- **Create musical sound effects and short sequences of sounds in response to a stimuli (e.g. rainstorm or train journey)**
- **Understand the difference between creating a rhythm pattern and a pitch pattern.**
- **Recognise how graphic notation can represent created sounds.**
- **Explore and invent own symbols.**
- **Identify the beat (pulse) of a tune.**
- **Recognise changes in pitch.**
- **Listen to rhythms and clap them back.**
- **Begin to identify some instruments by the sound that they make.**

Year 2: Perform Compose Transcribe Describe

- **Sing songs with increasing vocal control and accurate pitch.**



- Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. (crescendo, decrescendo, pause)
- Sing short phrases independently within a singing game or short song.
- Mark the beat of a piece of music by tapping or clapping, and respond to changes in tempo.
- Respond independently to pitch changes heard in short melodic phrases, indication with actions (stand up / sit down, hands high- hands low)
- Join in with a range of songs in school assemblies
- Play a musical part in time with a steady pulse. Listen to and follow musical instructions from a leader (conductor)
- Identify the beat (pulse) of a tune.
- Copy rhythms using names, colours, animals or other words.
- Recognise changes in pitch and dynamics.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Improvisation
- Work with a partner to simple question and answer phrases to be sing and played on untuned percussion.
- Create rhythms for others to copy using names, colours, animals or other words.
- Create music in response to a non-musical stimulus (e.g. car race, storm, rocket launch) Create short, pitch patterns up to three notes. Create short, rhythm patterns and represent with graphic notation.
- Use symbols to keep a record of composed pieces.
- Identify more instruments by the sound that they make.
- Discuss how songs make you and others feel.

**Year 3:** Perform Compose Transcribe Describe

- Perform forte and piano (loud and soft)
- Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.
- Internalise sounds by singing parts of a song 'in their heads.'
- Join in with a range of songs in school assemblies
- Play tuned percussion or a melodic instrument following staff notation using up to three notes as a whole class or in small groups.
- Copy melodic phrases with accuracy at different speeds; allegro and adagio (fast and slow)
- Play and sing with an awareness of the pulse
- Compose in response to different stimuli (e.g. stories, poetry, images)
- Compose music that has a beginning, middle and an end.
- Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch,



- Combine rhythmic notation with letter names. song accompaniments on untuned percussion using known rhythms and note values. (crotchets and minims)
- Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Improvise using voices, tuned and untuned percussion using up to three notes.
- Begin to understand the stave, lines and spaces, and clef.
- Begin to understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note
- Use the terms: pitch, pulse, dynamics, rhythm confidently.
- Begin to recognise and describe changes in tempo and timbre.
- Identify more instruments by the sound that they make.
- Begin to think about what the words of a song mean.

**Year 4:** Perform Compose Transcribe Describe

- Perform with control over voice and awareness of others, taking direction from a conductor.
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time)
- Sing a simple second part to introduce vocal harmony.
- Join in with a range of songs in school assemblies
- Read and perform pitch notation using up to 5 notes.
- Develop the basic skills of a selected instrument over a sustained learning period.
- Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet).
- Experience leading / conducting the playing of music
- Compose music to create a specific mood, for example creating music to accompany a short film clip.
- Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes). Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers). Include smooth (legato) and detached (staccato) sounds within compositions.
- Use rhythm notation and stick notation to capture and record compositions. dot  
Improvise using voices, tuned and untuned percussion using up to three notes.
- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent.
- Understand major and minor chords. Follow simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture
- Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music.
- Recognise the style of music and important musical features of the style.
- Identify 2/4, 3/4 and 4/4 metre.



- Describe the texture and structure of a piece of music.
- Identify and describe instruments within a piece of music.
- Understand what a musical introduction is and its purpose.
- Identify major and minor tonality

Year 5: Perform Compose Transcribe Describe

- Sing a broad range of songs with a sense of ensemble and performance.
- Sing with accurate pitching and appropriate style.
- Sing three-part rounds, partner songs and songs with a verse and chorus.
- Join in with a range of songs in school assemblies and in school performance opportunities.
- Communicate the words of a song effectively to convey meaning.
- Sing or play following staff notation written on one staff with confidence
- Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.
- Work in pairs to compose a short ternary piece. (A – B – A)
- Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song.
- Experiment with a wider range of dynamics.
- Record the composition using time signatures, staff notation or technology. Improvise with rhythm, using voice and instruments (up to three notes)
- Improvise freely over a drone or groove using tuned percussion and melodic instruments
- Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and say how many beats they represent.
- Understand the difference between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave.
- Read and play short rhythmic phrases at sight, using conventional symbols for known note durations.
- Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards.
- Use ICT to change and manipulate sounds.
- Discuss what went well about a performance and what could have been better.
- Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions.
- Identify 2/4, 3/4, 6/8 and 5/4 metre. Recognise the style of music and important musical features of the style.
- Compare two songs in the same style.
- Think about the message of a song.

Year 6: Perform Compose Transcribe Describe

- Sing a broad range of songs, including those that involve syncopated rhythms.
- Observe rhythm, phrasing, accurate pitching and appropriate style when singing,
- Sing three and four-part rounds and partner songs.



- Experiment with positioning singers randomly i.e. no longer in discrete parts, to develop greater listening skills, balance between parts and vocal independence
- Perform with controlled breathing (voice) and skilful playing (instrument)
- Join in with a range of songs in school assemblies and in school performance opportunities to a wider audience.
- Play a melody following staff notation written on one stave.
- Make decisions about dynamic range including ff, pp, mf and mp
- Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (C D E G A) and use notation to record.
- Compose a ternary piece; using music software apps to create and record it.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed drone or groove
- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Understand what a musical outro is and its purpose.
- Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimension