



END OF KEY STAGE MILESTONES



Threshold Concepts	EYFS	Milestone 1 (year 1 and 2)	Milestone 2 (year 3 and 4)	Milestone 3 (year 5 and 6)	KS3
<p>To perform music using their voice and instruments</p>	<ul style="list-style-type: none"> ● follow regular singing routines learning nursery rhymes Syllabic play Phase 1 phonics Go noodle Jumpstart Johnny ● To use a wide range of percussion instruments playing large percussion instruments outdoors Playing on the music wall Using the bandstand to perform and play Playing drums and claves 	<ul style="list-style-type: none"> ● To copy and repeat a simple rhythm or melody ● To play untuned/percussion instruments musically ● Sing songs, chants, rhythms and raps musically with accuracy ● Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence ● Sing a song in 2 parts (including rounds) 	<ul style="list-style-type: none"> ● To present performances to audiences accurately ● To sing songs with multiple parts with increasing confidence ● To sing as part of an ensemble with confidence and precision ● To play and perform in solo or ensemble contexts with increasing confidence 	<ul style="list-style-type: none"> ● To sing as part of an ensemble with increasing confidence and precision ● To play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression 	<ul style="list-style-type: none"> ● Play and perform confidently alone and in an ensemble, using their voice and instruments musically, fluently and with accuracy and expression.
<p>To listen to music across a range of periods, genres, styles and traditions.</p>	<p>To listen with concentration to a range of high quality live and recorded music learning nursery rhymes</p>	<ul style="list-style-type: none"> ● To listen to music with sustained concentration ● To listen with concentration and understanding to a range of high 	<ul style="list-style-type: none"> ● To listen with direction to a range of high quality music ● To begin to listen to and recall sounds with 	<ul style="list-style-type: none"> ● To listen with attention to detail and recall sounds with increasing aural memory. ● To appreciate and understand a wide range of high 	<ul style="list-style-type: none"> ● Listen with discrimination to music from a wide range of composers



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	<p>Listening to atmospheric and calming music Go noodle</p>	<p>quality live and recorded music</p>	<p>increasing aural memory.</p> <ul style="list-style-type: none"> To listen to and recall sounds with increasing aural memory. 	<p>quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> To recognise the dimensions of music heard. 	<p>and musicians</p>
<p>To understand, review and evaluate music across a range of periods, genres, styles and traditions.</p>	<ul style="list-style-type: none"> To talk about and join in with a range of music Jumpstart Johnny 	<ul style="list-style-type: none"> To find the pulse whilst listening to the music and using movement To begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. To understand that pitch describes how high or low sounds are. To understand that tempo describes how fast or slow the music is To understand that dynamics describe how loud or quiet the music is. To understand that timbre describes 	<ul style="list-style-type: none"> To understand that improvisation is when a composer makes up a tune within boundaries To understand that composition is when a composer write down and records a musical idea. To develop an understanding of formal, written notation which includes crotchets and rests, minims and semibreves. To use musical language to appraise a piece or style of music 	<ul style="list-style-type: none"> To understand how pulse, rhythm and pitch work together To use, develop and deepen an understanding of formal, written notation which includes staff or stave and the role of the dot for extending a note. To develop a deeper understanding of the history and context of music. To appropriately discuss the dimensions of music and recognise them in music heard. To understand a wide range of high 	<ul style="list-style-type: none"> Develop an understanding of the music they perform and listen to, and its history.



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		<p>the character or quality of a sound</p> <ul style="list-style-type: none"> • To understand that texture describes the layers within the music. • To understand that structure describes how different sections of music are offered • To develop an understanding of melody, the words and their importance in the music being listened to. 		<p>quality live and recorded music</p>	
<p>To create and compose music</p>	<ul style="list-style-type: none"> • To use instruments and body percussion to copy and create sounds playing large percussion instruments outdoors Playing on the music wall using ipads to make music First thing music 	<ul style="list-style-type: none"> • To copy and repeat a simple rhythm or melody • To improvise a simple rhythm using different instruments including the voice 	<ul style="list-style-type: none"> • To improvise and make up a tune within boundaries • To write down and record a musical idea. • To copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate 	<ul style="list-style-type: none"> • To compose complex rhythms from an increasing aural memory. • To improvise with increasing confidence using own voice, rhythms and varied pitch • To create a simple composition and record formal notation • To improvise and compose music for a range of purposes using the 	<ul style="list-style-type: none"> • Improvise and compose, and extend and develop their musical ideas. • Use musical notations accurately in a range of genres, styles and traditions.



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				inter-related dimensions of music	
To recognise different styles of music and different musical instruments and the sounds they make.	<ul style="list-style-type: none">To know that sounds are different and instruments create different sounds playing large percussion instruments outdoors Playing on the music wall Phase 1 phonics Playing drums and claves Rhythms and rhymes Jumpstart Johnny Just dance The learning station	<ul style="list-style-type: none">To recognise different instruments	<ul style="list-style-type: none">To confidently recognise a range of musical instrumentsTo confidently recognise the different sounds that musical instruments makeTo confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	<ul style="list-style-type: none">To develop an increasing understanding of the history and context of music.To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<ul style="list-style-type: none">Identify and use dimensions such as tones and scales.