

## Characteristics of a Musician:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

<u>Milestones:</u>				
Milestone 1 By the end of Year 2		Milestone 2 By the end of Year 4		Milestone 3 By the end of Year 6
To perform				
<ul style="list-style-type: none"> <li>▪ Take part in singing, accurately following the melody.</li> <li>▪ Follow instructions on how and when to sing or play an instrument.</li> <li>▪ Make and control long and short sounds, using voice and instruments.</li> <li>▪ Imitate changes in pitch.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sing from memory with accurate pitch.</li> <li>▪ Sing in tune.</li> <li>▪ Maintain a simple part within a group.</li> <li>▪ Pronounce words within a song clearly.</li> <li>▪ Show control of voice.</li> <li>▪ Play notes on an instrument with care so that they are clear.</li> <li>▪ Perform with control and awareness of others.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sing or play from memory with confidence.</li> <li>▪ Perform solos or as part of an ensemble.</li> <li>▪ Sing or play expressively and in tune.</li> <li>▪ Hold a part within a round.</li> <li>▪ Sing a harmony part confidently and accurately.</li> <li>▪ Sustain a drone or a melodic ostinato to accompany singing.</li> <li>▪ Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
To compose				
<ul style="list-style-type: none"> <li>▪ Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>▪ Play tuned and untuned instruments musically</li> <li>▪ Create a sequence of long and short sounds.</li> <li>▪ Clap rhythms.</li> <li>▪ Create a mixture of different sounds (long and short, loud</li> </ul>		<ul style="list-style-type: none"> <li>▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ Compose and perform melodic songs.</li> <li>▪ Use sound to create abstract effects.</li> <li>▪ Create repeated patterns with a range of instruments.</li> <li>▪ Create accompaniments for</li> </ul>		<ul style="list-style-type: none"> <li>▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ Create songs with verses and a chorus.</li> <li>▪ Create rhythmic patterns with an awareness of timbre and duration.</li> <li>▪ Combine a variety of musical devices,</li> </ul>

<p>and quiet, high and low).</p> <ul style="list-style-type: none"> <li>Choose sounds to create an effect.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns.</li> <li>Create short, rhythmic phrases.</li> </ul>		<p>tunes.</p> <ul style="list-style-type: none"> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>		<p>including melody, rhythm and chords.</p> <ul style="list-style-type: none"> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<b>To transcribe music</b>				
<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>		<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>		<ul style="list-style-type: none"> <li>Use the standard musical notation of staff, crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and b (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul>
<b>To describe music</b>				
<ul style="list-style-type: none"> <li>Identify the beat of a tune.</li> <li>Recognise changes in timbre, dynamics and pitch.</li> </ul>		<ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>Appreciate and understand a wide range of high-quality</li> </ul>		<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>pitch</li> <li>dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> <li>lyrics and melody</li> <li>sense of occasion</li> <li>expressive</li> <li>solo</li> </ul> </li> </ul>

		<p>live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"><li>▪ Develop an understanding of the history of music.</li></ul>		<ul style="list-style-type: none"><li>▪ rounds</li><li>▪ harmonies</li><li>▪ accompaniments</li><li>▪ drones</li><li>▪ cyclic patterns</li><li>▪ combination of musical elements</li><li>▪ cultural context</li><li>▪ Describe how lyrics often reflect the cultural context of music and have social meaning.</li></ul>
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