



Learning Objective	MILESTONE 1	MILESTONE 2	MILESTONE 3
To perform	<ul style="list-style-type: none">• Take part in singing accurately following a melody• Follow instructions on how and when to sing or play an instrument• Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect• Imitate changes in pitch.	<ul style="list-style-type: none">• Perform from memory with accurate control, pitch and tune• Maintain a simple part within a group	<ul style="list-style-type: none">• Sing or play expressively, with control and in tune from memory• Hold a part within a round or a harmony
To compose	<ul style="list-style-type: none">• Create short, musical patterns	<ul style="list-style-type: none">• Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies	<ul style="list-style-type: none">• Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.• Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords
To transcribe	<ul style="list-style-type: none">• Use symbols to represent a composition and use them to help with a performance.	<ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest• Recognise some standard musical notation and explain their meaning.	<ul style="list-style-type: none">• Read and use some standard musical notation, including simple time signatures, to play and to transcribe music
To describe	<ul style="list-style-type: none">• Identify the beat of a tune.• Recognise changes in timbre, dynamics and pitch.	<ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	<ul style="list-style-type: none">• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context• Describe how lyrics often reflect the cultural context of music and have social meaning