

## **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.

**Learning Opportunities**

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p>Look at:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</li> <li>• Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand the basics of the stave and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>• Develop an understanding of the history of music.</li> </ul>

Learning Objectives

- To Perform
- To Transcribe
- To Compose
- To describe music

## Milestones 1

### Years 1 and 2 Music Skills Map

	Year 1			Year 2		
	1	2	3	1	2	3
<b>To perform</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Take part in singing, accurately following the melody.	Y	Y	Y	y	y	y
Follow instructions on how and when to sing or play an instrument.	Y	Y	Y	y	y	y
Make and control long and short sounds, using voice and instruments.	Y	Y	Y	y	y	y
Imitate changes in pitch.	Y	Y	Y	y	y	y
<b>To compose</b>						
Create a sequence of long and short sounds.			Y		y	
Clap rhythms	Y	Y	Y	y		y
Choose sounds to create an effect.		Y	Y		y	
Create a mixture of different sounds (long and short, loud and quiet, high and low)		Y	Y		y	
Sequence sounds to create an overall effect.		Y	Y		y	
Create short, musical patterns.		Y	Y		y	
Create short, rhythmic phrases.			Y		y	
<b>To transcribe</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Use symbols to represent a composition and use them to help with a performance.			Y			
<b>To describe music</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Identify the beat of a tune.		Y	Y	<b>y</b>	<b>y</b>	<b>y</b>
Recognise changes in timbre, dynamics and pitch.		Y	Y		y	y

## Milestones 2

### Years 3 and 4 Music Skills Map

	Year 3			Year 4		
	1	2	3	1	2	3
<b>To perform</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Sing from memory with accurate pitch.	Y	Y	Y		Y	
Sing in tune	Y	Y	Y		Y	
Pronounce words within a song clearly.	Y	Y	Y		Y	
Maintain a simple part within a group.			Y		Y	
Show control with voice		Y			Y	
Play notes on an instrument with care so that they are clear.		Y			Y	
Perform with control and awareness of others.	Y				Y	
<b>To compose</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Compose and perform melodic songs.		Y	Y	Y		
Use sounds to create abstract effects.		Y		Y		
Create repeated patterns with a range of instruments.		Y		Y		
Create accompaniments for tunes.			Y	Y		
Use drones as accompaniments.	Y					
Choose, order, combine and control sounds to create an effect.			Y	Y		
Use digital technologies to compose pieces of music.			Y			
<b>To transcribe</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Devise non-standard symbols to indicate when to play and rest.	Y					Y
Recognise the notes EGBDF and FACE on the musical stave.		Y				Y
Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.		Y				Y
<b>To describe music</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Y	Y	Y	Y		
Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Y	Y	Y	Y		
Understand the layers of sounds and discuss their effect on mood and feeling.	Y	Y	Y	Y		

### Milestones 3

#### Years 5 and 6 Music Skills Map

	Year 5			Year 6		
	1	2	3	1	2	3
<b>To perform</b>	1	2	3	1	2	3
Sing or play from memory with confidence.	Y	Y	Y	Y	Y	Y
Perform solos or as part of an ensemble.	Y	Y	Y	Y	Y	Y
Sing or play expressively and in tune.	Y	Y	Y	Y	Y	Y
Hold a part within a round.	Y	Y	Y	Y	Y	Y
Sing a harmony part confidently and accurately.	Y	Y	Y	Y	Y	Y
Sustain a drone or a melodic ostinato to accompany singing.	Y	Y	Y	Y	Y	Y
Perform with controlled breathing (voice) and skillful playing (instrument).	Y	Y	Y	Y	Y	Y
<b>To compose</b>	1	1	1	1	2	3
Create songs with verses and a chorus.	Y	Y	Y	Y	Y	Y
Create rhythmic patterns and an awareness of timbre and duration.	Y	Y	Y		Y	Y
						Y
Combine a variety of musical devices, including melody, rhythm and chords.	Y	Y	Y		Y	Y
Use digital technologies to compose, edit and refine pieces of music.	Y	Y	Y		Y	Y
						Y
Thoughtfully select elements for a piece in order to gain a defined effect.		Y				Y
Use drones and melodic ostinati (based on the pentatonic scale).		Y				Y
Convey the relationship between the lyrics and the melody.	Y	Y	Y	Y		Y
<b>To transcribe</b>	1	1	1	1	2	3
Use the standard music notation of crotchet, minim and semibreve to indicate how many beats to play.	Y	Y	Y			Y
Read and create notes on the musical stave.		Y				Y
Use and understand simple time signatures.		Y				Y
Understand the purpose of the treble and bass clefs and use them in transcribing compositions.		Y				Y
Understand and use the # (sharp) and b (flat) symbols.	Y	Y				Y
<b>To describe music</b>						

RKPS Music Mapping Document

<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <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>	Y	Y	Y	Y		Y
<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <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> </ul>	Y	Y	Y	Y		
	Y	Y				