**Depth of Learning expectations in music**

**Chris Quigley Essentials curriculum**

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|  | **Pre-Milestone** **(Reception)** | **Milestone 1** **(Year 1 and 2)** | **Milestone 2** **(Year 3 and 4)** | **Milestone 3** **(Year 5 and 6)** | **+** |
| http://mmpt-pictures.s3.amazonaws.com/mmpt-clipart/Boy_w_drum.jpg**I am a performer** | * I can play my instruments safely and pick them up and put them down quietly
* I can sit or stand to perform
* I can remain quiet whilst waiting for a turn (stop and start)
* I can watch and follow the leader’s signals
 | * To take part in singing accurately following a melody
* Follow instructions on how and when to sing or play an instrument
* Make and control long and short sounds using voice and instruments
* Imitate changes in pitch
 | * Sing from memory with accurate pitch
* Sing in tune
* Maintain a simple part within a group (ensemble)
* Pronounce words within a song clearly
* Show control of voice
* Play notes on an instrument with care so that they are clear
* Perform with controlled breathing (voice) and skillful playing (instrument)
 | * Sing or play from memory with confidence.

• Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). | * Identify and use expressively the interrelated dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).
* Develop vocal and/or instrumental fluency, accuracy and expressiveness.
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| http://mmpt-pictures.s3.amazonaws.com/mmpt-clipart/boy_with_guitar.jpg**I am a composer** | * I can take turns at pattern making
* I can put my sounds together with someone else’s
 | • Create a sequence of long and short sounds.* Clap rhythms.

• Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. | • Compose and perform melodic songs.• Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. | • Create songs with verses and a chorus.• Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. | • Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions |

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| http://mmpt-pictures.s3.amazonaws.com/mmpt-clipart/baby_w_piano.jpg**I can transcribe** | * I can use pictures to represent and organize sounds
 | • Use symbols to represent a composition and use them to help with a performance. | • Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | *• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play**• Read and create notes on the musical stave.* *• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.* *• Understand and use the # (sharp) and ♭ (flat) symbols.* *• Use and understand simple time signatures.* | * Use the stave other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
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| http://mmpt-pictures.s3.amazonaws.com/mmpt-clipart/girl_with_shakers.jpg**I can describe** | * I can explore sounds and classify sound makers e.g. shake, tap, scrape / I can choose sounds to accompany a song or story **(Timbre)**
* I can differentiate between loud and quiet sounds **(Dynamics)**
* I can differentiate between high and low sounds / I can show changes in pitch using tuned percussion e.g. steps, slides, jumps **(Pitch)**
 | * Identify the beat of a tune.

• Recognise changes in timbre, dynamics (loud and quiet) and pitch (high and low). | • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. | • 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
 | • Appreciate and understand a wide range of musical contexts and styles to inform judgments |