St Cuthbert's CE Primary School
Music Milestones and End Points

	Milestone 1	Milestone 2	Endpoint
Listen and Appraise	•To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. •To learn how songs can tell a story or describe an idea.	•To confidently identify and move to the pulse. •To talk about the musical dimensions, eg if the song gets louder in the chorus (dynamics). •To talk about the music and how it makes them feel. To listen carefully and respectfully to other people's thoughts about the music.	•To identify and move to the pulse with ease. •To think about the message of songs. •To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. •To listen carefully and respectfully to other people's thoughts about the music. •To use musical words when talking about the songs. •To talk about the musical dimensions working together in the Unit songs. •To talk about the music and how it makes you feel, using musical language to describe the music.
Games	•To embed pulse, rhythm and pitch. •To find the pulse. •To listen to the rhythm and clap back. •To create rhythms for others to copy. •To listen and sing back.	•To find the Pulse. •To copy a Rhythm back. •To create their own simple rhythm patterns. •To copy back a rhythm with instruments, without then with notations.	•To find the pulse. •To lead the class by inventing rhythms for them to copy back. •To copy back three-note riffs by ear and with notation. •To question and answer using three different notes.
Singing	•To learn about voices singing notes of different pitches (high and low). •To learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). •To learn to find a comfortable singing position. •To learn to start and stop singing when following a leader.	•To sing in unison and in simple two-parts. •To demonstrate a good singing posture. •To follow a leader when singing. •To enjoy exploring singing solo. •To sing with awareness of being 'in tune'. •To rejoin the song if lost. •To listen to the group when singing.	•To sing in unison and to sing backing vocals. •To demonstrate a good singing posture. •To follow a leader when singing. •To experience rapping and solo singing. •To listen to each other and be aware of how you fit into the group. •To sing with awareness of being 'in tune'.
Playing	•To treat instruments carefully and with respect. •To learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). •To play the part in time with the steady pulse. •To listen to and follow musical instructions from a leader.	•To treat instruments carefully and with respect. •To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. •To rehearse and perform their part within the context of the Unit song. •To listen to and follow musical instructions from a leader. •To experience leading the playing by making sure everyone plays in the playing section of the song.	•To play a musical instrument with the correct technique within the context of the Unit song. •To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. •To rehearse and perform their part within the context of the Unit song. •To listen to and follow musical instructions from a leader. •To lead a rehearsal session.