

| Year Group | KS2 Milestones Autumn/Spring/Summer/All terms | | Cross curricular | |
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| Y3 | Singing | <ul style="list-style-type: none"> I can sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. I can perform forte and piano. I can perform actions confidently and in time to a range of action songs. I can walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. I can perform as a choir in school assemblies. | | |
| | Composing | Improvise | <ul style="list-style-type: none"> I am becoming more skilled in improvising (in a range of contexts) inventing short 'on-the-spot' responses using a limited note-range. I can structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources | |
| | | Compose | <ul style="list-style-type: none"> I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). I can compose song accompaniments on untuned percussion using known rhythms and note values. | |
| | Performing | Instrumental Performance | <ul style="list-style-type: none"> I am developing a facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C-E/do-mi) as a whole class or in small groups (e.g., trios and quartets). I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi: I can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. | |
| | | Reading notation | <ul style="list-style-type: none"> I can use dot notation to show higher or lower pitch and am being introduced to the stave, lines and spaces, and clef | |

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| | | | <ul style="list-style-type: none">• I understand the differences between crotchets and paired quavers.• I can apply word chants to rhythms, understanding how to link each syllable to one musical note.• I have understanding of crotchets, Paired quavers, Minims, Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do-me Range of a 3rd, Loud (forte), Quiet (piano) | |
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