

Year Group	KS2 Milestones Autumn/Spring/Summer/All terms		Cross curricular	
Y3	<b>Singing</b>	<ul style="list-style-type: none"> <li>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.</li> <li>I can perform forte and piano.</li> <li>I can perform actions confidently and in time to a range of action songs.</li> <li>I can walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>I can perform as a choir in school assemblies.</li> </ul>		
	<b>Composing</b>	<b>Improvise</b>	<ul style="list-style-type: none"> <li>I am becoming more skilled in improvising (in a range of contexts) inventing short 'on-the-spot' responses using a limited note-range.</li> <li>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</li> </ul>	
		<b>Compose</b>	<ul style="list-style-type: none"> <li>I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</li> <li>I can compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>	
	<b>Performing</b>	<b>Instrumental Performance</b>	<ul style="list-style-type: none"> <li>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).</li> <li>I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi:</li> <li>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.</li> </ul>	
		<b>Reading notation</b>	<ul style="list-style-type: none"> <li>I can use dot notation to show higher or lower pitch and am being introduced to the stave, lines and spaces, and clef</li> </ul>	

			<ul style="list-style-type: none"><li>• I understand the differences between crotchets and paired quavers.</li><li>• I can apply word chants to rhythms, understanding how to link each syllable to one musical note.</li><li>• 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)</li></ul>	
--	--	--	---	--