



HOLY NAME CATHOLIC PRIMARY SCHOOL

Curriculum Milestones - Music

	Listen and Appraise	Performing and Singing	Musical Elements	Improvising and Composing	Musical Understanding
1	• Listen attentively to a range of simple songs and pieces • Talk about how music makes them feel using simple vocabulary (happy, fast, slow, loud, quiet) • Recognise that voices and instruments make sounds in different ways	• Sing a repertoire of at least five songs confidently, mostly in unison • Use voices expressively through singing, chanting and speaking • Perform to others as part of a class	• Find and maintain a steady pulse • Copy and create simple rhythms using words and body percussion • Explore high and low sounds using voices and instruments	• Improvise simple musical responses using voices or instruments • Create short sound patterns linked to stories, words or images	• Begin to understand that music can be shared with an audience • Know that music can be made up (improvised) or planned (composed)
2	• Listen to music from different genres and styles • Identify simple features such as tempo, dynamics and pitch • Begin to talk about what instruments can be heard	• Sing at least five songs from memory, maintaining pitch and pulse • Perform rhythms accurately using clapping, percussion or tuned instruments • Understand and perform in unison	• Understand the difference between pulse and rhythm • Identify changes in tempo and dynamics • Recognise pitch as high and low	• Improvise using one or two notes with confidence • Create simple compositions using word patterns or graphic notation	• Understand that music has structures (e.g. verse and chorus) • Perform confidently to others, knowing what an audience is

Success Takes Application, Resilience & Stickability

“Shine Like the STARS!”



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3	• Listen to and recall five songs from different musical styles • Identify texture, tempo, dynamics, rhythm and pitch in music • Describe the structure of a song (intro, verse, chorus)	• Sing confidently as part of a choir or group • Maintain a steady pulse while performing • Perform simple parts within an ensemble	• Understand how pulse, rhythm and pitch work together • Identify musical questions and answers	• Improvise using a small set of notes • Use musical ideas (riffs or motifs) in improvisation • Compose short pieces using known structures	• Record compositions using graphic notation, symbols or audio • Understand that compositions can be refined and performed again
4	• Describe musical style using appropriate vocabulary • Recognise how texture and layers are used in music • Talk confidently about instruments and their roles	• Sing with accuracy, control and expression • Perform confidently as part of an ensemble, following a conductor	• Understand and explain texture, pitch and rhythm • Develop a strong internal pulse	• Improvise confidently using a limited range of notes • Compose structured music using repetition and contrast	• Plan, rehearse and present a performance • Understand how performances communicate ideas and feelings

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5	• Know at least five songs, including composer, era and style • Identify key musical characteristics of different genres • Understand historical and cultural context	• Sing confidently in parts, with accuracy and expression • Demonstrate leadership within group performances	• Understand how tempo, dynamics, texture and structure interact • Maintain a strong internal pulse when performing	• Improvise using stylistic features • Compose music using staff or graphic notation	• Recognise notes C–B on the treble stave (including high C) • Understand music as a form of communication
6	• Confidently discuss musical style, structure and purpose • Understand how music reflects identity and culture	• Sing a wide repertoire with confidence, pitch accuracy and expression • Perform as part of an ensemble with belief and stylistic awareness	• Explain how musical elements are used to create effect • Demonstrate control and musical awareness across performances	• Improvise fluently within stylistic boundaries • Create extended compositions, refining and evaluating work	• Use staff notation accurately • Prepare, rehearse and present performances to a range of audiences • Understand music as a powerful expressive and cultural tool

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