



End Points for Music

YEAR ONE

Listening	Composition	Performance	Notation
<ul style="list-style-type: none"> - To identify and move to the pulse - Begin to find the steady beat - Talk about feelings created by the music - Begin to recognise some band and orchestral instruments - Describe tempo as fast or slow - Describe dynamics as loud and quiet - Begin to understand about different styles of music 	<ul style="list-style-type: none"> - Improvise simple vocal patterns using 'Question and Answer' phrases - Understand the difference between creating a rhythm pattern and a pitch pattern - Explore and invent their own symbols to represent notes - Create a simple melody using crotchets and minims (or symbols that represent this length) 	<ul style="list-style-type: none"> - Enjoy and have fun performing - Prepare a song to perform - Add actions to a song - Play some simple instrumental parts - Sing, rap, rhyme, chant and use spoken word. - Use body percussion, instruments and voices 	<ul style="list-style-type: none"> - Explore ways of representing high and low sounds - Explore ways of representing long and short sounds - Begin to use symbols and any appropriate means of notation

Greater Depth

- Begin to understand where the music fits in the world
- Begin to explore standard notation, using crotchets, quavers and minims
 - Know that notes are represented by letter e.g. C, D, E.
- Explore improvisation within a major and minor scale using the notes: C, D, E
 - Communicate the meaning of a song



End Points for Music

YEAR TWO

Listening	Composition	Performance	Notation
<ul style="list-style-type: none"> - Walk in time to the beat of a piece of music. - Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc - Talk about how the music makes you feel - Find different steady beats - Start to talk about the style of a piece of music - Start to talk about where music might fit into the world - Recognise some band and orchestral instruments - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) 	<ul style="list-style-type: none"> - Explore improvisation within a major scale - Create musical sound effects and short sequences of sounds in response to music and video stimulus - Create a story, choosing and playing classroom instruments - Create a simple melody using crotchets and minims 	<ul style="list-style-type: none"> - Demonstrate good singing posture - Sing as part of a choir - Understand and follow the leader or conductor - Sing songs from memory and/or from notation - Rehearse and learn to play a simple melodic instrumental part by ear - Join in sections of the song, eg call and response - Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. 	<ul style="list-style-type: none"> - Explore with confidence ways of representing high and low sounds - Explore with confidence ways of representing long and short sounds - Explore standard notation, using crotchets, quavers, minims - Explore simple combinations of: C,D,E,F,G

Greater Depth

- Begin to talk about and understand the style of the music
- Use music technology, if available, to capture, change and combine sounds
 - Recognise some band and orchestral instruments
- Talk about the difference between rehearsing a song and performing it.



End Points for Music

YEAR THREE

Listening	Composition	Performance	Notation
<ul style="list-style-type: none"> - Share your thoughts and feelings about the music together - Begin to understand the difference between a rhythm and pulse - Invent different actions to move in time with the music - Talk about what the song or piece of music means - Identify the music style and describe the vocal style - Talk about the style of the music 	<ul style="list-style-type: none"> - Compose over a simple groove - Create a simple melody using crotchets, minims and perhaps paired quavers - Create music and/or sound effects in response to music and video stimulus - Begin to describe compositions created using technical terms such as around notation (e.g. letters of notes and length such as minim) 	<ul style="list-style-type: none"> - Sing a widening range of unison songs, of varying styles and structures - Sing with awareness of following the beat - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major - Rehearse and perform a song on a percussion instrument - Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment 	<ul style="list-style-type: none"> - Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers - Identify: Stave, Treble clef, Time signature and stave - Explore simple combinations of the whole scale: C,D,E,F,G,A,B

Greater Depth

- Sing with attention to clear diction
- Sing expressively, with attention to the meaning of the words
 - Compose over a simple chord progression
- Start to use simple structures within compositions, eg introduction, verse, chorus or AB form
- Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance
 - Begin to play using the pentatonic scale



End Points for Music

YEAR FOUR

Listening	Composition	Performance	Notation
<ul style="list-style-type: none"> - Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance - Begin to identify 2/4, 3/4, and 4/4 metre - Identify the tempo as fast, slow or steady - Discuss the structures of songs - Explain what a chorus/main theme is and identify when it is repeated - Recognise a wide range of musical styles including: Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock and more. 	<ul style="list-style-type: none"> - Explore improvisation within a major scale using: C, D, E, G, A - Start to use simple structures within compositions, eg introduction, verse, chorus or AB form - Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values 	<ul style="list-style-type: none"> - Sing 'on pitch' and 'in time' - Sing expressively, with attention to breathing and phrasing - Read and perform pitch notation within a range - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major - Communicate the meaning of the words and articulate them clearly - Include instrumental parts /composed passages during a performance 	<ul style="list-style-type: none"> - Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers - Identify: Stave, Treble clef, Time signature and begin to recognise the different notes on a stave - Explore combinations of notes including some 'inbetween notes' (pentatonic scale): C,D,E,F, F sharp, G,A,B flat, B

Greater Depth

- Think about why the song or piece of music was written
- Begin to identify technical musical terms when describing tempo and dynamic (e.g. forte, andante etc.)
 - Identify major and minor tonality
- Talk about the different styles of singing used for different styles of song
- Discuss and respond to any feedback; consider how future performances might be different



End Points for Music

YEAR FIVE

Listening	Composition	Performance	Notation
<ul style="list-style-type: none"> - Justify a personal opinion with reference to Musical Elements - Find and demonstrate the steady beat and create rhythms around this - Identify instruments by ear and through a range of media - Discuss the structure of the music with reference to verse, chorus, bridge, improvisation, call and response - Explain what rapping is and how it differs from singing - Talk about the different styles of singing used for different styles of song 	<ul style="list-style-type: none"> - Use simple dynamics when composing - Use rhythmic variety when composing - Compose music to evoke a specific atmosphere, mood or environment - Explore improvisation within a major scale, using the notes: C, D, E, F, G - Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape 	<ul style="list-style-type: none"> - Self-correct if lost or out of time - Sing expressively, with attention to dynamics and articulation - Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience - Discuss and talk musically about the strengths and weaknesses of a performance. - Perform in smaller groups, as well as the whole class - Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. 	<ul style="list-style-type: none"> - Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers - Begin to use all the notes found on a glockenspiel (whole scale plus sharp and flat notes) - Begin to recognise how notes are grouped when notated in bars - Rehearse and learn to play in unison and in two parts by ear or from notation, in the tonal centres of C major, F major, G major

Greater Depth

- Explain a bridge passage and its position in a song
 - Develop confidence as a soloist
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation
 - Use chords when composing
 - Begin to try composing in a beat that is not 4/4



End Points for Music

YEAR SIX

Listening	Composition	Performance	Notation
<ul style="list-style-type: none"> - Identify 2/4, 4/4, ¾ and know when a piece is not in one of these time signatures - Identify a range of musical instruments by ear including: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings - Explain a bridge passage and its position in a song - Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups 	<ul style="list-style-type: none"> - Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation - Plan and compose an 8 or 16-beat melodic phrase - Compose song accompaniments, perhaps using basic chords 	<ul style="list-style-type: none"> - Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance - Lead a singing rehearsal - Understand the value of choreographing any aspect of a performance - Perform a range of songs through reading musical notation on glockenspiel/record er/brass instrument 	<ul style="list-style-type: none"> - Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, dotted quavers, quavers and semiquavers - Begin to understand different scales and use these e.g. B flat major, and A minor. - Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign

Greater Depth

- Recall by ear memorable phrases heard in the music.
- Identify major and minor tonality, chord triads I, IV and V
- Compose an 8 or 16 beat phrase using the pentatonic scale
- Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved
 - Use full scales in a range of different keys
- Discuss how a performance might change if it was repeated in a larger/smaller performance space