



Music end points



Early Years Foundation Stage

Listen and Appraise	Musical Activities (Games)	Musical Activities (Singing)
<ul style="list-style-type: none">• To talk about and express feelings in response to pieces of music.• To hear music from a range of genres, countries and cultures.• To begin to understand and use basic music terms such as fast/slow, long/short, loud/quiet, high/low.	<ul style="list-style-type: none">• To know that we can move with the pulse of the music.• To use percussion to begin to keep a beat/pulse.	<ul style="list-style-type: none">• To sing a range of nursery rhymes and simple songs.• Songs have sections.
Musical Activities (Playing)	Musical Activities (Improvisation/Composition)	Performance
<ul style="list-style-type: none">• To learn the names of some simple percussion instruments.• To know you can play instruments in different ways to create different sounds.	<ul style="list-style-type: none">• To know you can make up your own song or rhythm on a percussion instrument.• To explore the sounds of instruments to help me express myself.• To suggest different ways of singing and playing songs during music time.	<ul style="list-style-type: none">• To know a performance is sharing music.• To use scarves/ribbons to move expressively to music.

Year 1

Listen and Appraise	Musical Activities (Games)	Musical Activities (Singing)
<ul style="list-style-type: none"> • To know what the songs are about • To know and recognise the sound and names of some of the instruments they use. • To confidently respond to different moods in music and explain how a piece of music makes them feel. • To explain whether they like or dislike a piece of music. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat • To know that we can create rhythms from words, our names, favourite food, colours and animals. • To accurately identify changes in sounds. • To accurately repeat short rhythmic and melodic patterns. 	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory. • To sing songs in unison.
Musical Activities (Playing)	Musical Activities (Improvisation/Composition)	Performance
<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from the memory or when written down. • Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • Everyone can improvise • To confidently make a sequence of sounds. • Composing is like writing a story with music. • Everyone can compose. • To make different sounds with their voice and with instruments. 	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. • To confidently use their voices to speak/sing/chant. • To use instruments to perform up to 3 notes.

Year 2

Listen and Appraise	Musical Activities (Games)	Musical Activities (Singing)
<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know that some songs have a chorus or a response/answer part • To know that songs have a musical style. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • Rhythms are different from the steady pulse. • To perform simple patterns and accompaniments keeping a steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments 	<ul style="list-style-type: none"> • To confidently know and sing 5 songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word) • To sing at a given pitch. • To know why we need to warm up our voices
Musical Activities (Playing)	Musical Activities (Improvisation/Composition)	Performance
<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • To make connections between notations and musical sounds. • Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. • It is not written down and belongs to them. • Everyone can improvise and you can use one or two notes. • Composing is like writing a story with music. • Everyone can compose • To create music in response to different starting points • To choose sounds which create an effect. • To use symbols to represent sounds accurately. 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. • To perform with others confidently.

Year 3

Listen and Appraise		Musical Activities (Games)	Musical Activities (Singing)
<ul style="list-style-type: none"> To know five songs from memory. To know the style of the five songs. To choose one song and be able to talk about: 1: Its lyrics: what the song is about 2: Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) 3: Identify the main sections of the song (introduction, verse, chorus etc.) 4: Name some of the instruments they heard in the song To recognise the work of at least one famous composer. To improve their work and explain how it has improved. 		<ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To sing in tune with expression and control. To know why you must warm up your voice.
Musical Activities (Playing)		Musical Activities (Improvisation)	Musical Activities (Composition)
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) To create repeated patterns with different instruments with confidence. To play clear notes on instruments. 		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To create effective accompaniments for tunes. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) To use different elements in their composition. To combine different sounds to create a specific mood/feeling.
Performance To know and be able to talk about:	<ul style="list-style-type: none"> Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence It involves communicating feelings, thoughts and ideas about the song/music 		

Year 4

Listen and Appraise		Musical Activities (Games)	Musical Activities (Singing)
<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. • To be able to explain the style of work of Beethoven. 		<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse - the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice • To sing songs from memory with accurate pitch.
Musical Activities (Playing)		Musical Activities (Improvisation)	Musical Activities (Composition)
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. 		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To improvise using repeated patterns confidently. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) • To use and understand standard notation. • To use learnt notations to record compositions in a small group or on their own.
<p>Performance</p> <p>To know and be able to talk about:</p>	<ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know 		

Year 5

Listen and Appraise		Musical Activities (Games)	Musical Activities (Singing)
<ul style="list-style-type: none"> To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: 1- Some of the style indicators of the songs (musical characteristics that give the songs their style) 2-The lyrics: what the songs are about 3- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) 4- Identify the main sections of the songs (intro, verse, chorus etc.) 5- Name some of the instruments they heard in the songs 6- The historical context of the songs. What else was going on at this time? To suggest improvements to their own and others' work. To be able to explain the style of work of Mozart. 		<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: 1- Its main features 2-Singing in unison, the solo, lead vocal, backing vocals or rapping 3- To know what the song is about and the meaning of the lyrics 4- To know and explain the importance of warming up your voice To sing with expression and correct breathing. To maintain their part whilst others are performing their part eg. In rounds.
Musical Activities (Playing)		Musical Activities (Improvisation)	Musical Activities (Composition)
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down - e.g. staff notation, symbol The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends. 		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To improvise within a group using melodic and rhythmic phrases. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol. To use their notations to record groups of pitches (chords)
Performance To know and be able to talk about:	<ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance involves communicating ideas, thoughts and feelings about the song/music 		

Year 6

Listen and Appraise		Musical Activities (Games)	Musical Activities (Singing)
<ul style="list-style-type: none"> To know the style of 5 songs and to name other songs from the Units in those styles To compare 2 or 3 songs and be able to talk about: 1- The style indicators of the songs (musical characteristics that give the songs their style) 2- The lyrics: what the songs are about 3- Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) 4- Identify the structure of the songs (intro, verse, chorus etc.) 5- Name some of the instruments used in the songs 6- The historical context of the songs. What else was going on at this time, musically and historically? 7- Know and talk about that fact that we each have a musical identity. To be able to explain the style of work of Elgar. 		<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: 1-Its main features 2- Singing in unison, the solo, lead vocal, backing vocals or rapping 3- To know what the song is about and the meaning of the lyrics 4- To know and explain the importance of warming up your voice.
Musical Activities (Playing)		Musical Activities (Improvisation)	Musical Activities (Composition)
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> Different ways of writing music down - e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends. 		<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well known improvising musicians. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To confidently create simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the song. To record the composition in accurately appropriate ways that recognises the connection between sound and notation (symbol). To discuss, talk musically about the composition relating to what went well and how it can be improved.
Performance To know and be able to talk about:	<ul style="list-style-type: none"> To know that performing is sharing music with an audience. It can be a special occasion and involve an audience including of people you don't know. To choose what to perform and create a programme. You must sing or rap the words clearly and play instruments with confidence A performance involves communicating ideas, thoughts and feelings about the song/music 		