



Music End Points

INTENT	Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing. We believe that all children are capable of becoming confident, expressive performers. We intend to allow the music curriculum to flow through the entirety of the school. We want to ensure that music is closely intertwined with each class topic to build an immersive learning environment.		
PUPILS ARE ENABLED TO...	<p>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <p>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>		
End Points – End of Phase			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Listening</p> <ul style="list-style-type: none"> Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Listening to and following a beat using body percussion and instruments. Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. Listening to sounds and identifying high and low pitch. 	<p>Listening</p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. <p>Composing</p>	<p>Listening</p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics 	<p>Listening</p> <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.



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<ul style="list-style-type: none"> • Listening to and repeating a simple rhythm. • Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly. <p>Composing</p> <ul style="list-style-type: none"> • Playing untuned percussion 'in time' with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different way <p>Performing</p> <ul style="list-style-type: none"> • Using their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Moving to music with instruction to perform actions. • Participating in performances to a small audience. • Stopping and starting playing at the right time. 	<ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<p>(crescendo/decelando) within a piece of music.</p> <ul style="list-style-type: none"> • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing</p> <ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting improvements to others' work, • using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their 	<ul style="list-style-type: none"> • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. <p>Composing</p> <ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work, using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> • Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of
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		<p>part in the group performance.</p> <ul style="list-style-type: none">• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.• Playing syncopated rhythms with accuracy, control and fluency. <p>The History of Music</p> <ul style="list-style-type: none">• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	<p>music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none">• Performing a solo or taking a leadership role within a performance.• Performing with accuracy and fluency from graphic and staff notation and from their own notation.• Performing by following a conductor's cues and directions. <p>The History of Music</p> <ul style="list-style-type: none">• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
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