



Music Termly 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.					
Termly End Points						
Year Group	Autumn		Spring		Summer	
	A1	A2	SP1	SP2	SM1	SM2
Y1	<u>Pulse and Rhythm (Theme: All about me)</u> <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody 	<u>Timbre and rhythmic patterns (Theme: Fairy tales)</u> <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<u>Classical music, Dynamics and Tempo (Theme: Animals)</u> <ul style="list-style-type: none"> Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to 	<u>Musical Vocabulary (Theme: Under the sea)</u> <ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers 	<u>Pitch and Tempo (Theme: Superheroes)</u> <ul style="list-style-type: none"> Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. Selecting and creating short 	<u>Vocal and body sounds (Theme: By the sea)</u> <ul style="list-style-type: none"> Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part



Music Termly End Points

	<p>and keeping in time.</p> <ul style="list-style-type: none"> Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments. 	<ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<p>represent a given idea or character.</p> <ul style="list-style-type: none"> Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<p>by playing as part of a group.</p> <ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<p>sequences of sound with voices or instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. 	<p>of a group.</p> <ul style="list-style-type: none"> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.
Y2	<p><u>Myths and Legends</u></p> <ul style="list-style-type: none"> Recognising timbre changes in music they 	<p><u>Orchestral instruments</u> <u>(Theme: Traditional stories)</u></p> <ul style="list-style-type: none"> Recognising timbre 	<p><u>On this island: British songs and sounds</u></p> <ul style="list-style-type: none"> Listening to and 	<p><u>Dynamics, timbre, tempo and motifs (Theme: Space)</u></p>	<p><u>African call and response song</u> <u>(Theme: Animals)</u></p>	<p><u>Musical Me</u></p> <ul style="list-style-type: none"> Recognising timbre changes



Music Termly End Points

	<ul style="list-style-type: none"> listen to. • Recognising structural features in music they listen to. • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others' work. • 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. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively 	<p>changes and structural features in music they listen to.</p> <ul style="list-style-type: none"> • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Suggesting improvements to their own and others' work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • To know that musical instruments can be used to create 'real life' sound effects. • To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. • To know that stringed instruments, like violins, make a sound 	<p>recognising instrumentation.</p> <ul style="list-style-type: none"> • Beginning to use musical vocabulary to describe music. • 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. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • 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. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • To know that folk music represents the traditions or culture 	<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. • Suggesting improvements to their own and others' work. • 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 	<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. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to 	<p>and structural features in music they listen to.</p> <ul style="list-style-type: none"> • 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. • 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
--	--	---	--	--	---	---



Music Termly End Points

	<p>using dynamics and timbre to alter sounds as appropriate.</p> <ul style="list-style-type: none"> • I know that a graphic score can show a picture of the structure of music. • To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. • To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<p>when their strings vibrate.</p> <ul style="list-style-type: none"> • To know that a brass instrument is played by vibrating your lips against the mouthpiece. • To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p>of a place and is often passed on by being played rather than written down.</p> <ul style="list-style-type: none"> • To know that 'duration' means how long a note, phrase or whole piece of music lasts. • To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	<p>dynamics, tempo and timbre for a piece of music.</p> <ul style="list-style-type: none"> • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Performing expressively using dynamics and timbre to alter sounds as appropriate. • To know that a 'soundscape' is a landscape created using only sounds. • To know that a composer is someone who creates music and writes it down. • To understand that a motif is a 'sound idea' that can be repeated throughout a 	<p>represent the details of their composition.</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. • To know that dynamics can change the effect a sound has on the audience. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. • To understand 	<p>and timbre for a piece of music.</p> <ul style="list-style-type: none"> • Using letter name and graphic notation to represent the details of their composition. • 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. • To understand
--	---	---	---	--	--	--



Music Termly End Points

				piece of music.	<p>that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p> <ul style="list-style-type: none"> To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre. 	<p>that 'melody' means a tune.</p> <ul style="list-style-type: none"> To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
Y3	<p><u>Creating compositions in response to an animation (Theme: Mountains)</u></p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes 	<p><u>Ballads</u></p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, 	<p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u></p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the 	<p><u>Jazz</u></p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and 	<p><u>Traditional instruments and improvisation (Theme: India)</u></p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music 	<p><u>Developing singing technique (Theme: The Vikings)</u></p> <ul style="list-style-type: none"> Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical



Music Termly End Points

	<p>within a piece of music using musical vocabulary.</p> <ul style="list-style-type: none"> • Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing and playing in time with peers, with some degree of accuracy and 	<p>and through movement.</p> <ul style="list-style-type: none"> • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. 	<p>changes within a piece of music using musical vocabulary.</p> <ul style="list-style-type: none"> • Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing and playing in time with peers, with 	<p>explaining the changes within a piece of music using musical vocabulary.</p> <ul style="list-style-type: none"> • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name 	<p>using musical vocabulary.</p> <ul style="list-style-type: none"> • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. 	<p>vocabulary.</p> <ul style="list-style-type: none"> • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control,
--	---	---	---	---	---	---



Music Termly End Points

	<p>awareness of their part in the group performance.</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 		<p>some degree of accuracy and awareness of their part in the group performance.</p> <ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A. To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American 	<p>and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology. 	<ul style="list-style-type: none"> Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on 	<p>demonstrating developing vocal technique.</p> <ul style="list-style-type: none"> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written
--	---	--	---	---	--	---



Music Termly End Points

			<p>communities of the USA about 120 years ago.</p> <ul style="list-style-type: none"> To know that 'scat singing' is using made-up words to create the sound of an instrument playing. 		<p>the drums called 'tabla'.</p> <ul style="list-style-type: none"> To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. 	<p>note symbols look and their position to know what notes to play.</p> <ul style="list-style-type: none"> To know that written music tells you how long to play a note for.
Y4	<p><u>Adapting and transposing motifs (Theme: Romans)</u></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. 	<p><u>Haiku, music and performance (Theme: Hanami)</u></p> <ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical 	<p><u>Body and tuned percussion (Theme: Rainforests)</u></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. 	<p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and 	<p><u>Samba and carnival sounds and instruments</u></p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music 	<p><u>Rock and roll</u></p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.



Music Termly End Points

	<ul style="list-style-type: none"> 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 (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. 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. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using 	<p>vocabulary to discuss the purpose of a piece of music.</p> <ul style="list-style-type: none"> Using musical vocabulary when discussing improvements to their own and others' work. 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 musical vocabulary to label and record their compositions. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control 	<ul style="list-style-type: none"> Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. 	<p>tempo changes within a piece 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. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and 	<p>using musical vocabulary.</p> <ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their 	<ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. 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
--	---	--	---	--	---	--



Music Termly End Points

	<p>musical vocabulary.</p> <ul style="list-style-type: none"> • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • 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. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of 	<p>and developing instrumental technique.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <ul style="list-style-type: none"> • To know that expressive language (like a poem) can be used as inspiration for composing music. • To understand that both instruments and voices can create audio effects that describe something you can see. • To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 	<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. • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p>instruments.</p> <ul style="list-style-type: none"> • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • 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 part in the group performance. 	<p>part in the group performance.</p> <ul style="list-style-type: none"> • Playing syncopated rhythms with accuracy, control and fluency. • To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. • To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. • To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	<p>accuracy and awareness of their 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. • To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that playing in time means all performers
--	--	--	---	--	--	---



Music Termly End Points

	notes.			<ul style="list-style-type: none"> To know that when you sing without accompaniment it is called 'A Cappella'. To know that harmony means playing two notes at the same time that usually sound good together. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to musical notation to tell the performers how to play. 		<p>playing together at the same speed.</p> <ul style="list-style-type: none"> To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
Y5	<p>Composition notation (Theme: Ancient Egypt)</p> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed 	<p>Blues</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic 	<p>Musical theatre</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical 	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to 	<p>Looping and remixing</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<p>South and West Africa</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.



Music Termly End Points

	<p>musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic 	<p>notation, and colours, justifying their choices with reference to musical vocabulary.</p> <ul style="list-style-type: none"> • Comparing, discussing and evaluating music using detailed musical vocabulary. • Improvising coherently within a given style. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic • Combining rhythmic patterns (ostinato) into a multi-layered composition using all 	<p>vocabulary.</p> <ul style="list-style-type: none"> • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic 	<p>musical vocabulary.</p> <ul style="list-style-type: none"> • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working as a group to perform a piece of music, 	<ul style="list-style-type: none"> • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 	<ul style="list-style-type: none"> • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
--	--	---	---	---	---	---



Music Termly End Points

	<p>score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. 	<p>the inter-related dimensions of music to add musical interest.</p> <ul style="list-style-type: none"> Using staff notation to record rhythms and melodies. To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time. 	<p>score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<p>adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest. To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in 	<ul style="list-style-type: none"> Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. 	<ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Using staff notation to record rhythms and melodies. To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms
--	--	--	---	---	---	--



Music Termly End Points

				<p>different ways.</p> <ul style="list-style-type: none"> To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	<ul style="list-style-type: none"> To know that remix is music that has been changed, usually so it is suitable for dancing to. 	<p>played at once.</p>
Y6	<p>Advanced rhythms</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. 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 	<p>Dynamics, pitch and tempo (Theme: Fingal's Cave)</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. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate 	<p>Songs of WW2</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. 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. 	<p>Film music</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. 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. Use musical vocabulary correctly when describing and 	<p>Theme and variations (Theme: Pop Art)</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. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to 	<p>Composing and performing a Leavers' Song</p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. 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 Termly End Points

	<p>work.</p> <ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. 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 music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. To know that 'graphic notation' means writing music down using your 	<p>their own and others work.</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. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology. Constructively critiquing their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with 	<ul style="list-style-type: none"> Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. 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 music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are 	<p>evaluating the features of a piece of music.</p> <ul style="list-style-type: none"> 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. Improvising coherently and creatively within a given style, incorporating given features. Recording own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the 	<p>musical vocabulary.</p> <ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 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. 	<p>music sounds.</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. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency,
--	--	---	---	---	---	---



Music Termly End Points

	<p>choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <ul style="list-style-type: none"> To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat. 	<p>accuracy and fluency from graphic and staff notation and from their own notation.</p> <ul style="list-style-type: none"> Performing by following a conductor's cues and directions. To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 	<p>examples of songs popular during WW2.</p> <ul style="list-style-type: none"> To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. 	<p>interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and staff notation and from their own notation. To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or 	<ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. 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 music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. To know that a 	<p>control and expression.</p> <ul style="list-style-type: none"> Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. 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. To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by
--	--	---	--	--	--	---



Music Termly End Points

				<p>symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>	<p>'theme' is a main melody in a piece of music.</p> <ul style="list-style-type: none">• To know that 'variations' in music are when a main melody is changed in some way throughout the piece.• To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.• To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	<p>changing its dynamics, pitch or tempo.</p> <ul style="list-style-type: none">• To know that chord progressions are represented in music by Roman numerals.
--	--	--	--	---	--	---



Music Termly End Points



Music Termly End Points



Music Termly End Points



Music Termly End Points