

End Points in Music

Concepts	Early Years	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
Perform	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument)
Compose	<p>Sing a range of well-known nursery rhymes and songs.</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus.

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	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music 	<ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music
Transcribe		<p>Use symbols to represent a composition and use them to help with a performance</p>	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim

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<p>Describe Music</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre

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				their effect on mood and feelings	<ul style="list-style-type: none">• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context.• Describe how lyrics often reflect the cultural context of music and have social meaning.
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