



St. Andrew's CE Primary & Nursery – End Points in Music

Year Group	Curriculum	Sticky Knowledge	Skills	Key Vocabulary
EYFS	<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>	<p>Children will be able to sing on their own and sing as part of a group.</p> <p>Children will be able to engage in making music and perform dances.</p>	<p>Participating Pretending Energised Fascinating Enjoying Thinking Planning Comprehending Constructing Chooses Anticipates</p>	<p>Listen Louder Quieter Smaller Bigger High Low Quick Slow</p>
Key Stage 1	<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</p>	<p>Year 1</p> <p>To learn a song off by heart.</p> <p>Recognise one or more instruments playing the song.</p> <p>To know that music has a steady pulse, like a heartbeat.</p>	<p>Year 1</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Identify the pulse in different pieces of music</p>	<p>Year 1</p> <p>Song Instrument Dance Movement Pulse High Low Speed Composer</p>

<p>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> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	To confidently sing a song in unison with others.	To recognise high and low notes in a song.		
	To understand how to create different notes on an instrument.	To play the instrument to create different sounds.		
	To know the name of the instrument they are playing	To treat instruments in respect and care.		
	To understand that they can create their own music as well as follow.	Freely experiment with create sounds with a variety of pitch, speed and rhythm.		
	Know that someone who creates music is called a composer and that everyone can compose.	Help to create a simple melody using one, two or three notes.		
	A performance is sharing music with other people, called an audience.	Choose a song to perform and discuss how they felt performing it.		
	Year 2	Year 2		All Year 1 words plus:
	To know some songs have a chorus or a response/answer part.	To learn how songs can tell a story or describe an idea.		Pitch Tuned Untuned
	To know that music has a steady pulse, like a heartbeat.	Identify slow and fast pulses. Perform a rhythm to a steady pulse.		Improvisation Unison Audience Notes Chant
	To know that unison is everyone singing at the same time..	Learn about voices singing notes of different pitches (high and low).		

			Learn to start and stop singing when following a leader.	
		Know the names of tuned and untuned percussion instruments played in class.	Learn to play a tuned and untuned instrumental part Play the part in time with a steady pulse. Listen to and follow musical instructions from a leader.	
		Know that improvisation is an unplanned song or tune and that everyone can improvise.	Experiment with different types of improvisation with songs and instruments.	
		Know that you often write music down in note format when composing.	Start to recognise signs and symbols for different notes.	
		Know that a performance is sharing music with an audience. An audience is a group of people who have come to watch you perform.	Perform a song or chant and express how it made you feel.	

<p>Key Stage 2</p> <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. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Year 3</p> <p>To choose one song and be able to talk about it.</p>	<p>Year 3</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p>	<p>Year 3</p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, organ, backing vocals, hook, riff, reggae, pentatonic scale, disco</p>
	<p>Know that every piece of music has a pulse and rhythm and how they work together to create a song.</p>	<p>Recognise and perform rhythmic patterns.</p>	
	<p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>To know why you must warm up your voice.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To follow a leader when singing.</p>	
	<p>To know and be able to talk about the instruments used in class (a glockenspiel, a recorder). To know and be able to talk about improvisation</p>	<p>Play any one, or all of four, differentiated parts on a tuned instrument.</p> <p>To rehearse and perform their part.</p>	
	<p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>Improvise simple tunes.</p>	
	<p>A composition is music that is created by you and kept in some way.</p>	<p>Help create at least one simple melody using one, three or five different notes.</p>	

			<p>Listen to and reflect upon the developing composition. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	
		<p>Performing is sharing music with other people, an audience You need to know and have planned everything that will be performed</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, solo, by ear, notation, acoustic guitar, percussion, birdsong, civil rights, racism, equality,</p>
		<p>Year 4 To know five songs from memory and who sang them or wrote them.</p>	<p>Year 4 To confidently identify and move to the pulse. Talk about the music and how it makes them feel.</p>	
		<p>Pitch is high and low sounds that create melodies How pulse, rhythm and pitch work together</p>	<p>Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music.</p>	
		<p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p>	<p>To rejoin the song if lost. To listen to the group when singing.</p>	

		<p>Texture: How a solo singer makes a thinner texture than a large group</p>		
<p>To know and be able to talk about instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>			
<p>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 your improvisations</p>	<p>Improvise simple tunes based on the pentatonic scale.</p>			
<p>There are different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>			
<p>A performance can be a special occasion and involve an audience including of people you don't know It involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were</p>			

			pleased with what they would change and why.	
		<p>Year 5 To know the style of five songs and to name other songs in those styles. To choose two or three other songs and be able to talk about them.</p>	<p>Year 5 To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.</p>	<p>Year 5 Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, ballad, verse, chorus, interlude, tag ending, strings, piano, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, Soul, groove, riff, bass line, backbeat, brass section, harmony, hook.</p>
		Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song	Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.	
	How to keep the internal pulse			
	Musical Leadership: creating musical ideas for the group to copy or respond to			

		<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p>	<p>To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing.</p>	
		<p>To choose a song and be able to talk about its main features.</p>	<p>To follow a leader when singing.</p>	
		<p>To know and be able to talk about: 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.</p>	<p>Play a musical instrument with the correct technique. Select and learn an instrumental part that matches their musical challenge. To rehearse and perform their part.</p>	
		<p>To know and be able to talk about improvisation: 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 three well-known improvising musicians.</p>	<p>Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>	
		<p>To know 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.</p>	<p>Create simple melodies using up to five different notes and simple rhythms Explain the keynote or home note and the structure of the melody. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	

		<p>Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence</p>	<p>To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	
		<p>Year 6 To choose three or four other songs and be able to talk about: them.</p>	<p>Year 6 To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p>	<p>Year 6 style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p> <p>Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.</p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel. Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p> <p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p>
		<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>Subdivide the pulse while keeping to a steady beat.</p>	
		<p>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</p>	<p>To sing in unison and to sing backing vocals. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’.</p>	
		<p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols</p>	<p>Play a musical instrument with the correct technique Select and learn an instrumental part that matches their musical</p>	

		<p>The notes C, D, E, F, G, A, B + C on the treble stave</p>	<p>challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	
		<p>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>	<p>Improvise using instruments in the context of a song to be performed.</p>	
		<p>Notation: recognise the connection between sound and symbol</p>	<p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	
		<p>To know a performance is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music.</p>	<p>To choose what to perform and create a programme.</p>	