


<p style="text-align: center;"><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Take part in singing, rap and rhythm and sing songs from memory.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch, rhythm and pattern.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Create short, musical patterns with changes in pitch and rhythm.</li> <li>• Use symbols to represent a composition and use them to help with a performance.</li> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> <li>• Prepare a song to perform.</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Take part in singing as part of a choir demonstrating good singing posture.</li> <li>• Follow instructions on how and when to sing or play an instrument following a conductor.</li> <li>• Make and control high sounds and low sounds using voice and instrument.</li> <li>• Create rhythm patterns using graphic scores.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Use symbols to represent and start to explore minims, crotchets.</li> <li>• Identify the steady beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch and tempo</li> <li>• Prepare a song to perform with actions.</li> </ul>
<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch, clear diction and good posture and lots of different songs with varying styles and structures.</li> <li>• Sing in tune and with awareness of the beat.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect and using the notation of minims, semibreves, crotchets and quavers.</li> <li>• Use digital technologies to compose pieces of music.</li> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	<p><b>Do everything in love</b></p>  <p><b>1 Corinthians 16:14</b></p> <p><i>Learning to Love, Loving to Learn</i></p> <p><b>St Mary's CE Primary School</b></p> <p><b>Music</b></p> <p><b>End Points</b></p>	<p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Sing songs with different time signatures and using dynamics.</li> <li>• Maintain a simple part within a larger group.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Rehearse and play with control.</li> <li>• Compose and perform melodic songs and talk about what the song means and consider how they might sing the song differently.</li> <li>• Improvise over a groove.</li> <li>• Create music using legato and staccato.</li> <li>• Compose over a simple chord progression.</li> <li>• Explore ways of representing high, low, short, long sounds using minims, semibreves, crotchets, quavers, dotted crotchets and dotted semi quavers.</li> <li>• Explore standard notation for C D E F G A B</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and major and minor and discuss their effect on mood and feelings.</li> <li>• Use a pentatonic scale.</li> </ul>
<p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Rehearse and sing songs from memory as part of larger or smaller groups and with expression, dynamics and articulation.</li> <li>• Compose song accompaniments using chords.</li> <li>• Start to use structures within compositions ( AB form, ABA form, verse and chorus)</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Use pentatonic, major and minor.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> <li>• Use the standard musical notation of crotchet, minims, quavers, semi quavers to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>○ pitch</li> <li>○ dynamics</li> <li>○ tempo</li> <li>○ timbre</li> <li>○ texture</li> <li>○ lyrics and melody</li> <li>○ sense of occasion</li> <li>○ expressive</li> <li>○ solo</li> <li>○ rounds</li> <li>○ harmonies</li> <li>○ accompaniments</li> <li>○ cyclic patterns</li> <li>○ combination of musical elements</li> <li>○ cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Sing or play from memory and/or notation which have syncopated rhythms, accurate pitch, difference in dynamics and articulation.</li> <li>• Create, rehearse and present a holistic performance and evaluate own performance.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> <li>• Create rhythmic patterns, chord progression and different structures</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble clefs, bass clefs and notes on a scale and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>○ pitch</li> <li>○ dynamics</li> <li>○ tempo</li> <li>○ timbre</li> <li>○ texture</li> <li>○ lyrics and melody</li> <li>○ sense of occasion</li> <li>○ expressive</li> <li>○ solo</li> <li>○ rounds</li> <li>○ harmonies</li> <li>○ accompaniments</li> <li>○ drones</li> <li>○ cyclic patterns</li> <li>○ combination of musical elements</li> <li>○ cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	