

# MUSIC UNIT END POINTS

## END POINTS - Performing

EYFS (ELG)	<ul style="list-style-type: none"><li>• To sing a range of well known nursery rhymes and songs.</li><li>• To use untuned percussion to begin to keep a beat/ pulse</li><li>• To use resources lycra/scarves/ribbons to move expressively to music</li></ul>
Year 1	<ul style="list-style-type: none"><li>• To confidently use their voices to speak/ sing/chant</li><li>• To confidently use instruments to perform (up to 5 notes)</li><li>• To clap short rhythmic patterns accurately</li><li>• To copy sounds with confidence</li></ul>
Year 2	<ul style="list-style-type: none"><li>• To sing and follow the melody (tune)</li><li>• To sing accurately at a given pitch</li><li>• To perform simple patterns and accompaniments keeping a steady pulse</li><li>• To perform with others confidently</li><li>• To sing/ clap a pulse increasing or decreasing tempo accurately</li></ul>
Year 3	<ul style="list-style-type: none"><li>• To sing in tune with expression</li><li>• To control their voice when singing</li><li>• To play clear notes on instruments</li></ul>
Year 4	<ul style="list-style-type: none"><li>• To perform a simple part rhythmically</li><li>• To sing songs from memory with accurate pitch</li><li>• To improvise using repeated patterns confidently</li></ul>
Year 5	<ul style="list-style-type: none"><li>• To breath in the correct place when singing</li><li>• To sing and use their understanding of meaning to add expression</li><li>• To maintain their part whilst others are performing their part</li><li>• To perform 'by ear' and from simple notations</li><li>• To improvise within a group using melodic and rhythmic phrases</li><li>• To recognise and use basic structural forms e.g. rounds, variations, rondo form</li></ul>
Year 6	<ul style="list-style-type: none"><li>• To choose what to perform and create a programme</li><li>• To confidently communicate the meaning of the words and clearly articulate them.</li><li>• To talk and reason about the venue and how to use it to best effect.</li><li>• To record the performance and compare it to a previous performance using musical related vocabulary</li><li>• To discuss, talk musically about it and share learning relating to – “What went well?” and “It would have been even better if...?”</li></ul>

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### **END POINTS – Composing (including notation)**

EYFS (ELG)	<ul style="list-style-type: none"> <li>• To explore the potential of instruments and sound makers to help me express myself using sound</li> <li>• To suggest different ways of singing and playing songs during music time</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• To make different sounds with their voice confidently</li> <li>• To make different sounds with instruments confidently</li> <li>• To accurately identify changes in sounds</li> <li>• To accurately repeat (short rhythmic and melodic) patterns</li> <li>• To confidently make a sequence of sounds</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• To order sounds to create a beginning, middle and end confidently</li> <li>• To create music in response to different starting points independently</li> <li>• To purposefully choose sounds which create an effect</li> <li>• To use symbols to represent sounds accurately</li> <li>• To make connections between notations and musical sounds</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• To use different elements in their composition</li> <li>• To create repeated patterns with different instruments with confidence</li> <li>• To compose melodies and songs independently</li> <li>• To create effective accompaniments for tunes</li> <li>• To combine different sounds to create a specific mood or feeling with purpose</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• To use notations to record and interpret sequences of pitches</li> <li>• To use and understand standard notation</li> <li>• To use all learnt notations to record compositions in a small group or on their own</li> <li>• To use their notation in a performance confidently</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• To change sounds or organise them differently to change the effect</li> <li>• To compose music which meets specific criteria</li> <li>• To use their notations to record groups of pitches (chords)</li> <li>• To share a music diary used from recording aspects of the composition process</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• To confidently create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song</li> <li>• Explain the keynote or home note and the structure of the melody with confidence and accuracy</li> <li>• Listen to and reflect honestly upon the developing composition and make accurate musical decisions about how the melody connects with the song.</li> <li>• Record the composition in accurately appropriate ways that recognises the connection between sound and symbol (e.g.graphic/pictorial notation).</li> </ul>

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### **END POINTS – Appraising**

EYFS	<ul style="list-style-type: none"> <li>● To talk about and express my feelings and responses to pieces of music</li> <li>● To hear music from a wide variety of genres, countries and cultures.</li> <li>● To work with others to create music</li> <li>● To be able to use and understand basic music terms such as high/low, fast/slow, long/short</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● To confidently respond to different moods in music and explain how a piece of music makes them feel</li> <li>● To explain whether they like or dislike a piece of music</li> <li>● To confidently choose sounds to represent different things</li> <li>● To always follow instructions about when to play or sing</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● To improve their own work</li> <li>● To listen out for particular things when listening to music with confidence.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● To improve their work explaining how it has improved</li> <li>● To have a wide breadth of musical words (the elements of music) to use describe a piece of music and compositions</li> <li>● To accurately use musical words to describe what they like and dislike</li> <li>● To recognise the work of at least one famous composer.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● To explain the place of silence and say what effect it has</li> <li>● To start to identify the character of a piece of music To describe and identify the different purposes of music</li> <li>● To be able to explain the style of work of Beethoven, Mozart and Elgar</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● To describe, compare and evaluate music using musical vocabulary accurately</li> <li>● To explain why they think their music is successful or unsuccessful confidently</li> <li>● To suggest accurate improvements to their own or others' work</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about and share the message of songs.</li> <li>● To accurately compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and offer respectful appropriate feedback to other people's thoughts about the music.</li> <li>● Use musical words accurately when talking about the songs. To talk about all of the musical dimensions working together Talk about the music and how it makes you feel, using musical language to describe the music accurately</li> </ul>