



Music End Points

EYFS	Listen, identify and describe familiar sounds. Respond to given sounds. Listen and respond to music Move to music Sing simple, chants, rhymes and songs Learn how to sing and stop together as a group Begin to know the names of some musical instruments e.g. tambourine
Year 1	Sing simple chants, rhymes and songs from memory Listen for different types of sounds Know how sounds are made and changed Follow instructions from a leader when to play/sing Respond to a range of live/recorded music Listen to a range of genres. Play tuned/untuned instruments Recognise musical elements (e.g. loud/quiet, fast/slow) Invent symbols to represent sounds.
Year 2	Sing simple songs and chants with an awareness of pitch To have an awareness of tempo and dynamics when singing Listen and respond to a wide range of live/recorded music Begin to learn how music is organised Use musical elements such as: dynamics, tempo, pitch Experiment, create and select sounds for improvisations using voices and instruments Begin to use stick notation To use technology to change sounds

Year 3	Sing with increasing awareness of pitch and melody Being to understand the structure of songs (verse/chorus) Begin to sing in parts and unison Maintain a steady tempo playing with a group Use symbols and begin to use standard notation in composition. In composition begin to use musical structures (beginning/middle/end) To use musical vocabulary including Italian terms to describe music (e.g. forte/piano) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Year 4	Sing in unison and two parts Explore singing solo Identify song structures (call/response- verse/chorus) Sing a variety styles of music- using musical expressions e.g. tempo and dynamics Play a percussion instrument with increasing confidence when accompanying a song Begin to play from standard notation Know how to follow a musical leader. To build upon musical vocabulary to include e.g. staccato, crescendo, score etc) When composing make musical decisions: tempo, pitch, dynamics, pulse. To begin to know the difference between a major/minor chord To use a pentatonic scale in composing Explore different sounds to create effects Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Year 5	To perform a song from memory Be able to sing a simple second part of a song Play a musical instrument with the correct technique Read and play from graphic notation and standard notation Follow instructions from a musical leader and begin to lead a group Be able to refine and evaluate compositions using graphic and standard notation In composition begin to introduce technology to create sounds. To build upon musical vocabulary to include e.g. drone, mezzo-forte, mezzo-piano, To understand ternary form To know major/minor chords Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Year 6	Play and perform in solo and ensemble contexts Experience a wide variety of styles, including rap, using expression Read and play with confidence from graphic and standard notation Using block chords for accompaniment Lead a small group To perform and react to different tempos and dynamics Use technology in compositions to create and select sounds. To talk about musical ideas that they can identify in music and songs To understand ternary form To know major/minor chords To build upon musical vocabulary To use syncopation in compositions Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.