

Music



End Point measures Y1 to Y6

Topic Theme		End Points
Year 1		<ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing • use instruments to perform and choose sounds to represent different things • say whether they like or dislike a piece of music • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music
Year 2		<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse • play simple rhythmic patterns on an instrument • make connections between notations and musical sounds • order sounds to create a beginning, middle and an end • create music in response to different starting points
Year 3		<ul style="list-style-type: none"> • play clear notes on instruments and use different elements in composition • combine different sounds to create a specific mood or feeling • listen carefully and recognise high and low phrases • create repeated patterns with different instruments • improve my work; explaining how it has been improved • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music • recognise the work of at least one famous composer
Year 4		<ul style="list-style-type: none"> • sing songs from memory with accurate pitch • use notation to record compositions in a small group or individually • explain why silence is often needed in music and explain what effect it has • use notation to record and interpret sequences of pitches • identify and describe the different purposes of music • begin to identify the style of work of Beethoven, Mozart and Elgar
Year 5		<ul style="list-style-type: none"> • maintain own part whilst others are performing their part • compose music which meets specific criteria • choose the most appropriate tempo for a piece of music • repeat a phrase from the music after listening intently. • use music diary to record aspects of the composition process • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful • contrast the work of a famous composer with another and explain preferences
Year 6		<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance • use a variety of different musical devices in composition (including melody, rhythms and chords). • accurately recall a part of the music listened to • analyse features within different pieces of music • evaluate how the venue, occasion and purpose affects the way a piece of music is created • compare and contrast the impact that different composers from different times have had on people of that time