

Music



End Point measures EYFS to Y6

Year Group	End Points
EYFS	<p style="text-align: center;">ELG - Expressive Arts and Design</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Year 1	<ul style="list-style-type: none"> • Make different sounds with voice and with instruments. • To play notes on a glockenspiel. • Name a selection of untuned instruments to a steady beat – triangle, tambourine, drum, cymbal, claves, shakers and maracas • Play untuned instruments for a desired effect to make weather sounds • To know and recognise five songs off by heart • To listen to a variety of music and say whether they like or dislike it. • To recognise a steady pulse, e.g. a heartbeat. • Clap and repeat short rhythmic 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. • To learn and play notes on a recorder (tuned instrument) and glockenspiel. • To name the notes in their instrumental part. • Make connections between notations and musical sounds. • To recognise high and low pitches. • To compose and perform a simple tune.
Year 3	<ul style="list-style-type: none"> • play clear notes on instruments and use different elements in composition – Middle C-E/do-mi • combine different sounds to create a specific mood or feeling • listen carefully and recognise high and low phrases • create repeated patterns with different instruments • Explain how to improve a composition and then implement changes • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about pieces of music across different genres • recognise the work of different composers including Bob Marley
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 – C-G/do-so • explain why silence is often needed in music and explain what effect it has • use technology to record notation and including different sequences of pitches – minim, quavers and crotchets • identify and describe the different purposes of music and how it can affect mood • begin to identify the style of work of Beethoven, Mozart and Elgar
Year 5	<ul style="list-style-type: none"> • maintain own part whilst playing an instrument when others are performing simultaneously - note range C-C/do-do • compose music which meets set criteria including – C major and minor chord, semi-quavers, quavers, crotchet, semibreve and minim • choose the most appropriate tempo for a piece of music • repeat a phrase from the music after listening intently • describe, compare and evaluate music using musical vocabulary, such as pulse, rhythm and pitch • explain why they think music is successful or unsuccessful in their opinion • contrast the work of Jazz musician Louis Armstrong with other famous North American composers and explain preferences

Year 6

- begin to sing in harmony with confidence and accuracy
- perform parts from memory
- take the lead in a performance
- use a variety of different musical devices in composition including notes within an octave range (do-do), rhythms and chords (C major, F major, G major and C major).
- 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 of Benjamin Britten and another composer on the people of their time