

Key End Points - for end of year

Subject: Music



Ready to Progress Criteria...

	Knowledge	Skills
Year R	<p><u>Singing</u></p> <ul style="list-style-type: none"> To sing nursery rhymes and simple songs from memory. <p><u>Performing</u></p> <ul style="list-style-type: none"> To know a performance is sharing music. 	<p><u>Explore and Create</u></p> <ul style="list-style-type: none"> To copy basic rhythmic patterns.
Year 1	<p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. <p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To know that improvisation is about making up your own tune on the spot. It is not written down and belongs to them. 	<ul style="list-style-type: none"> To recognise fast, medium and slow tempos. <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To explore different ways to play instruments (shaking, hitting, scraping, etc). <p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To make different sounds (loud, quiet, high, low).
Year 2	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc). <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To know the names of the instruments they are playing. 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To say how a piece makes them feel and what it reminds them of. <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To use their voice and instruments to make loud and quiet sounds (dynamics). <p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To use invented or real symbols to invent and record simple rhythm patterns.
Year 3	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To name some of the instruments they can hear in a song. To know how pulse, rhythm and pitch work together to create a song. <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To be able to play a simple rhythmic pattern in time to the music. 	<p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To record a composition in any appropriate way that recognises the connection between sound and symbol (pictorial/graphic notation). To show control when playing musical instruments so that they sound as they should.
Year 4	<p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To know how and why you must warm up your voice. To know how many beats in a minim, crotchet and semibreve and recognise their symbols. <p><u>Performing</u></p> <ul style="list-style-type: none"> To reflect on their own performance with what went well and how to improve next time. 	<p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To listen to and reflect when composing and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Year 5	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song. <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To know different ways of writing music down (staff notation, symbols, etc). <p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To know notation is the connection between sound and symbol. 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To compare two songs in the same style and think about what stands out musically in each of them, their similarities and differences. <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To sing or play from memory with confidence, expression and in tune.
Year 6	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To identify the groups of instruments that can be heard in a piece of music. <p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To use a staff and notation to record a composition. To play an instrumental part of a piece with fluency, confidence and expression. 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> To talk about how the music makes you feel, using musical language to describe the music. <p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To compose by developing ideas within a range of given musical structures.