



Music End Points

EYFS	<p>Listen, identify and describe familiar sounds.</p> <p>Respond to given sounds.</p> <p>Listen and respond to music</p> <p>Move to music</p> <p>Sing simple, chants, rhymes and songs</p> <p>Learn how to sing and stop together as a group</p> <p>Begin to know the names of some musical instruments e.g. tambourine</p>
Year 1	<p>Sing simple chants, rhymes and songs from memory</p> <p>Listen for different types of sounds</p> <p>Know how sounds are made and changed</p> <p>Follow instructions from a leader when to play/sing</p> <p>Respond to a range of live/recorded music</p> <p>Listen to a range of genres.</p> <p>Play tuned/untuned instruments</p> <p>Recognise musical elements (e.g. loud/quiet, fast/slow)</p> <p>Invent symbols to represent sounds.</p>
Year 2	<p>Sing simple songs and chants with an awareness of pitch</p> <p>To have an awareness of tempo and dynamics when singing</p> <p>Listen and respond to a wide range of live/recorded music</p> <p>Respond to music through music</p> <p>Begin to learn how music is organised</p> <p>Use musical elements such as: dynamics, tempo, pitch</p> <p>Experiment, create and select sounds for improvisations using voices and instruments</p>
Year 3	<p>Sing with increasing awareness of pitch and melody</p> <p>Being to understand the structure of songs (verse/chorus)</p> <p>Begin to sing in parts and unison</p> <p>Maintain a steady tempo playing with a group</p> <p>Use symbols and begin to use standard notation in composition.</p> <p>In composition begin to use musical structures (beginning/middle/end)</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>

Year 4	<p>Sing in unison and two parts</p> <p>Explore singing solo</p> <p>Identify song structures (call/response- verse/chorus)</p> <p>Sing a variety styles of music- using musical expressions e.g. tempo and dynamics</p> <p>Play a percussion instrument with increasing confidence when accompanying a song</p> <p>Begin to play from standard notation</p> <p>Know how to follow a musical leader.</p> <p>When composing make musical decisions: tempo, pitch, dynamics, pulse.</p> <p>Explore different sounds to create effects</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
Year 5	<p>To perform a song from memory</p> <p>Be able to sing a simple second part of a song</p> <p>Play a musical instrument with the correct technique</p> <p>Read and play from graphic notation and standard notation</p> <p>Follow instructions from a musical leader and begin to lead a group</p> <p>Be able to refine and evaluate compositions using graphic and standard notation</p> <p>In composition begin to introduce technology to create sounds.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
Year 6	<p>Play and perform in solo and ensemble contexts</p> <p>Experience a wide variety of styles, including rap, using expression</p> <p>Read and play with confidence from graphic and standard notation</p> <p>Lead a small group</p> <p>To perform and react to different tempos and dynamics</p> <p>Use technology in compositions to create and select sounds.</p> <p>To talk about musical ideas that they can identify in music and songs</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>