



## Music Curriculum End Points



Reception End Points	Year 1 & 2 End Points	Year 3 & 4 End Points	Year 5 & 6 End Points
<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Provide related costumes and props for children to incorporate into their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when</p>	<p>To improve their own work</p> <p>To listen out for particular things when listening to music with confidence.</p> <p>To order sounds to create a beginning, middle and end confidently</p> <p>To create music in response to different starting points independently</p> <p>To purposefully choose sounds which create an effect</p> <p>To use symbols to represent sounds accurately</p> <p>To make connections between notations and musical sounds</p> <p>To sing and follow the melody (tune)</p> <p>To sing accurately at a given pitch</p> <p>To perform simple patterns and accompaniments keeping a steady pulse</p> <p>To perform with others confidently</p> <p>To play simple rhythmic patterns on an instrument accurately</p> <p>To sing/ clap a pulse increasing or decreasing tempo accurately</p>	<p>To explain the place of silence and say what effect it has</p> <p>To start to identify the character of a piece of music</p> <p>To describe and identify the different purposes of music</p> <p>To use notations to record and interpret sequences of pitches</p> <p>To use and understand standard notation</p> <p>To use all learnt notations to record compositions in a small group or on their own</p> <p>To use their notation in a performance confidently</p> <p>To perform a simple part rhythmically</p> <p>To sing songs from memory with accurate pitch</p> <p>To improvise using repeated patterns confidently</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about and share the message of songs.</p> <p>To accurately compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and offer respectful appropriate feedback to other people's thoughts about the music.</p> <p>Use musical words accurately when talking about the songs.</p> <p>To talk about all of the musical dimensions working together</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music accurately.</p> <p>To confidently Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</p> <p>Explain the keynote or home note and the structure of the melody with confidence and accuracy</p> <p>Listen to and reflect honestly upon the developing composition and make accurate musical decisions about how the melody connects with the song.</p> <p>Record the composition in accurately appropriate ways that recognises the</p>



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appropriate try to move in time with music.			connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To confidently communicate the meaning of the words and clearly articulate them. To talk and reason about the venue and how to use it to best effect. To record the performance and compare it to a previous performance using musical related vocabulary. To discuss, talk musically about it and share learning relating to – “What went well?” and “It would have been even better if...?”
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