

Music - End Points Planning Document 2023-24



Our Vision: To develop skills, techniques and processes to explore their creative self and express themselves across a variety of audiences

National Curriculum Objectives Substantive Knowledge	Disciplinary Knowledge: Progressive skills	Disciplinary Knowledge: Progressive skills	Progressive vocabulary and Resources
	Progressive skills may be used to support End Points. This will depend on cohort and class needs	End Points are our objectives that all children will work towards to achieve subject outcomes.	

Year R

Expressive Arts and Design (EAD)

ELG: Being Imaginative and Expressive (Statutory)

Children at the expected level of development will:

- 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.
- Use actions to identify and move to the beat
- Explore different sounds of instruments and use to enhance singing performance
- Talk about music expressing feelings and responses

KEY VOCABULARLY:

Listen	Instrument
Chant	Repeat
Steady Beat	Sounds
Sing	Loud / Quiet
Follow	Rhythm

Year 1

PERFORMING.

Chant and sing the song the Jungle Boon and march, making different sounds with our voices. Follow instructions to when to sing and play. Hold classroom instruments with care and repeat simple rhythmic patterns Sing and chant and learn songs for the Nativity. Chant together rhythmically, marking rests accurately.

Can I begin to work together when performing?
Can I use classroom percussion, tuned and untuned, to play accompaniments and tunes?
Can I learn to treat each instrument with respect?

Can I use my voice to speak, sing and chant and follow instructions?

Can I move to the music and keep in time?

Can I hold and play simple tuned and untuned musical instruments with care?

KEY VOCABULARLY (as reception plus):
Pitch high /low
Tempo fast /slow
Duration long/short notes
Dynamics loud/soft
Chant
Melody
Audience

<p>Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. Play a simple ostinato on untuned percussion. Sing songs about weather, controlling our dynamics and with weather sound effects. Sing a song that includes a time change from march to a jig. Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.</p>	<p>Can I feel, find and demonstrate the pulse on an instrument?</p> <p>Can I tell the difference between pulse and rhythm?</p>		<p>Rap Call /Response Mood</p>
<p>COMPOSING</p> <p>Use class percussion to explore and create different sounds. Make music to march to using tuned and untuned percussion. Use instruments to portray a starry scene by choosing sounds using percussion and voices. Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Use voices, movement and instruments to explore different ways that music can be used to describe the weather. Explore ways to compose and improvise a variation for the greeting section of the game, choosing sounds to represent it.</p>	<p>Can I use classroom percussion, tuned and untuned, to improvise short tunes?</p> <p>Can I choose sounds to depict certain pictures such as the weather? Can I then play these on chosen instruments for certain affects?</p>	<p>Can I make a short sequence of sounds (vocal or instrumental)?</p> <p>Can I choose sounds to represent different things?</p>	
<p>LISTENING</p> <p>Listen to and respond to the beat, steady but fast and slow and identify pitch (low, medium or high) pointing to</p>	<p>Can I listen to a piece of music and respond to it in words, pictures or</p>	<p>Can I listen for time and rhythm changes?</p>	

<p>our knees, hips and shoulders. Respond to musical characteristics through movement. Listen to the songs of the nativity and improve our performance as we go along. Listen out for certain instruments and features in the music. Listen to Brian Eno's ascent and respond to it in words, pictures or movement explaining my response in simple terms. Listen to rhythms being clapped and listen out for the specific rhythm not to echo back. Discuss and respond to Beethoven's depiction of a storm in <i>The Pastoral Symphony</i> and discuss the use of timbre, dynamics and duration to portray the weather. Listen to a jig and watch movies of Scottish and Irish dancing and learn to gallop and move in time. We will say whether we like or dislike the music and say why.</p>	<p>movement explaining my response in simple terms? Can I begin to identify different instruments in a piece of music?</p>	<p>Can I demonstrate that I've recognised the changes using my body movement and instruments?</p>	
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Year 2

<p>PERFORMING</p> <p>Learn to play a few pieces on ukulele with good playing technique. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear. Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Use body percussion to show rhythm and pitch, dancing to the music.</p>	<p>Can I learn rhymes, raps, chants and songs appropriate to age group?</p> <p>Can I understand importance of starting and ending together when performing?</p> <p>Can I learn to treat instruments with respect and use correct techniques to play them?</p>	<p>Can I sing, rap and chant in time with others accurately with a confident start and finish to my performance?</p> <p>Can I play simple rhythmic patterns (ostinato) using body percussion and classroom instruments?</p>	<p>KEY VOCABULARLY (as Year 1 plus):</p> <p>Structure of music Notation – graphic /staff Percussion Improvisation Technique Pattern Instrument names including violin, cello, drums, piano, flute, trumpet, ukulele</p>
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<p>Play classroom percussion in time accurately with clear start and stop. Sing with expression, communicating the story of the song. Demonstrate understanding of dynamics (Loud/soft) when singing and playing instruments.</p>	<p>Can I learn to play together?</p>		<p>Crotchet, quaver</p>
<p>COMPOSING Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Create music in response to a non-musical stimulus (e.g. a river, animal and strum patterns on ukulele). Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>Can I improvise rhythmic ostinato on body percussion and using C or G?</p> <p>Can I create sounds to represent an animal and improvise in a group?</p> <p>Can I use a river scene as a stimulus to create word rhythms for a sound picture?</p>	<p>Can I create a rhythmic pattern on an instrument in response to a stimulus?</p> <p>Can I create music in response to a starting point?</p>	
<p>LISTENING Listen to songs with concentration and respond to it using movement. Notice shape of melody and copy back through singing. Identify pitch through gesture and vocalisation.</p>	<p>Can I listen with concentration and internalise and recall sounds with increasing aural memory? Can I discuss how to improve our playing and creations?</p> <p>Can I listen to the music and respond to it? Can I identify instruments and musical vocabulary to describe it?</p>	<p>Can I listen to the music and respond to it and say if I like or dislike a piece of music?</p> <p>Can I identify instruments and use some musical vocabulary to describe it?</p>	
<p>Year 3</p>			

<p>PERFORMING</p> <p>Learn to play the Samba drums and perform in the concert. Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. Sing solo or in a pair in call-and-response style. Perform actions confidently and in time to a range of action and rounds. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Play syncopated rhythms on percussion and singing. Learn how to play a chord. Read notations whilst singing and performing.</p>	<p>Can I sing a variety of songs from memory?</p> <p>Can I sing in a group and know it can be called a choir and know that it follows a leader or conductor?</p> <p>Can I know that singing can make you feel different things e.g. happy, energetic or sad?</p> <p>Can I understand that you must listen to each other when singing in a group?</p> <p>Can I understand why you must warm up your voice?</p> <p>Can I play syncopated rhythms on a percussion instrument?</p>	<p>Can I sing a variety of songs from memory and in a group, including a round?</p> <p>Can I use tuned and untuned percussion to play rhythms (ostinati) clearly and accurately together, including a chord as a class?</p>	<p>KEY VOCABULARLY (as Year 2 plus):</p> <p>Texture – layers of sound</p> <p>Compose</p> <p>Folk song</p> <p>Pentatonic</p> <p>Samba percussion</p> <p>Claves</p> <p>Maracas</p> <p>Syncopation</p> <p>Clarinet / Woodwind</p> <p>Paired quavers</p> <p>Allegro (fast)</p> <p>Largo (slow)</p> <p>Andante (walking pace)</p>
<p>COMPOSING</p> <p>Improvise using two or three notes on tuned and untuned percussion. Compose a pentatonic ostinato as an accompaniment. Compose an ostinato rhythm in response to a stimulus. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the son Use graphic and staff notation to represent compositions.</p>	<p>Can I understand that improvisation is making up your own tunes on the spot?</p> <p>Can I understand that a composition is music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends?</p> <p>Can I use notation to help me remember my ideas?</p>	<p>Can I use tuned and untuned percussion to add an accompaniment as chords?</p> <p>Can I create a pentatonic ostinato for an accompaniment and perform it on tuned percussion?</p>	

<p>LISTENING</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen to songs and discuss the various elements of the music, including the structure and timbre? Compare two different pentatonic pieces. Listen to music from Cuba and recognise features of latin music. Recognise and describe the structure of songs and describe likes and dislikes.</p>	<p>Can I describe the structure of the songs?</p> <p>Can I listen to pentatonic songs and compare them using some musical terms?</p> <p>Can I reflect on my progress and say what I must improve?</p>	<p>Can I listen to different styles of music and describe it in class discussion and say what I like and don't like about it?</p> <p>Can I describe the structure of a song? (intro, verse, chorus etc)</p>	
<p>Year 4</p>			
<p>PERFORMING</p> <p>Learn to play a few pieces on violin and perform in the concert. Sing warm up songs such as Boom chikka boom and Hot Potato with evidence of keeping in time together. Sing with soloists and as ensemble. Sing in a syncopated, gospel style. Play rhythmic patterns on tuned and untuned percussion with expression and flow. Sing swung rhythms lightly and accurately. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Use the body in dance to feel the rhythm of the music and communicate to the audience. Sustain long notes with increasing accuracy and confidence.</p>	<p>Can I sing a variety of songs from memory?</p> <p>Can I listen to myself and others when singing to try and stay in tune and in time?</p> <p>Can I begin to understand that a solo singer creates a thinner texture than a group?</p>	<p>Can I sing songs with accuracy and from memory, including pentatonic and syncopated songs?</p> <p>Can I play tuned and untuned percussion in parts as a class, including syncopated rhythms?</p>	<p>KEY VOCABULARLY (as Year 3 plus):</p> <ul style="list-style-type: none"> Staccato Legato Articulation Improvisation Minim Glockenspiel Xylophone Strings Violin Viola Cello Double Bass Bowing Pizzicato Gospel Blues Folk / Folk-Rock

<p>COMPOSING</p> <p>Improvise and compose, creating atmospheric music for a scene with scene with a given set of instruments. Improvise vocally in a gospel style on a pentatonic scale freely and expressively, working this into our performance.</p> <p>Improvise using our instruments and look at notation in the numbers rhythms and interpret the sequences of pitch. Improvise using our instruments and 'Doodle' with voices over the chords in the song. Explore repeated patterns on instruments and use notation to improvise and compose our own sequences to create a composition with a beginning and an end.</p>	<p>Can I understand fully that I cannot make a mistake when improvising?</p> <p>Can I know that you can use some of the riffs you have heard elsewhere in your improvisations?</p> <p>Can I understand that composition, is music that is created by you and kept in some way? It's like writing a story. It can be played or performed again and again?</p>	<p>Can I improvise using repeated patterns?</p> <p>Can I create my own rhythm sequence to create a composition with a beginning and an end?</p>	
<p>LISTENING</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. Talk about the effect of particular instrument sounds (timbre) Listen to <i>This little light of mine</i> by Sister Rosetta Tharpe and identify instruments and features of the gospel style. Compare and contrast two versions of the song. Listen and identify similarities and differences between acoustic guitar styles. Listen and discuss the style of music, where it comes from, and describe the character of the music. Discuss the use</p>	<p>Can I talk about the style of a variety of songs/ pieces of music?</p> <p>Can I compare 2 songs/ pieces of music and be able to talk about some of the style indicators in them e.g. the lyrics, texture, dynamics, tempo, rhythm and pitch?</p> <p>Can I identify the main sections of the song (introduction, verse, chorus etc)?</p>	<p>Can I listen to music and discuss the style of it, including where it comes from and describe the character as a class?</p> <p>Can I discuss the use of silent beats and rests to create syncopation?</p>	<p>Question and answer Rests Silence</p>

<p>of silence and silent beats to create syncopation. Listen to and identify the features of music in a folk/folk-rock style.</p>			
<p>Year 5</p>			
<p>PERFORMING</p> <p>Learn to play a few pieces on clarinet and perform in the concert. Sing a sea shanty expressively, with accurate pitch and a strong beat.</p> <p>Sing in unison while playing an instrumental beat (untuned). Keep a beat playing a 'cup' game. Play bass notes, chords, or rhythms to accompany singing.</p> <p>Sing warm up songs and perform created melodies / hooks.</p> <p>Sing a song in two parts with expressions and an understanding of its origins. Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing</p> <p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Perform our Ternary form composition.</p>	<p>Can I choose a song and be able to talk about it – what it is about and the meaning of the lyric?</p> <p>Can I learn and lead a variety of warm up activities to get your voice ready for singing?</p> <p>Can I listen to myself and others when singing in order to keep to my part and keep in time?</p>	<p>Can I sing with expression and control and know how to sustain phrases, breathing at the right time in songs?</p> <p>Can I play class and / or own instrument with control and accuracy, maintaining my own part, including harmony and chords?</p>	<p>KEY VOCABULARY (as Year 4 plus):</p> <p>Percussion, Melody Technique, Pattern Hook Clef, Crotchet, Quavers, Minim, Legato, Staccato, Scale Drone Microtone Ternary Form Rondo Form</p>
<p>COMPOSING</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p>	<p>Can I improvise (doodle) with sound and rhythms to make a hook?</p> <p>Can I improvise over a drone in the style?</p> <p>Can I understand that a composition has pulse, rhythm and pitch that work</p>	<p>Can I improvise and develop ideas short composition (hook)?</p> <p>Can I notate my ideas using graphic notation?</p>	

<p>Create fragments of songs that can develop into fully fledged songs. Improvise freely over a drone using classroom instruments. Compose contrasting tunes and accompaniments using the pentatonic scale. Structure ideas to create a piece in ternary form. Contrast tempo and dynamics in composition. Notate ideas to form a simple score to play from.</p>	<p>together and are shaped by tempo, dynamics, texture and structure?</p> <p>Can I understand notation and recognise the connection between sound and symbol?</p>		
<p>LISTENING</p> <p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process. Listen to the Islamic music and the Nasheed. Listen to various Arabic music and discuss features of the music. Listen to music with microtones and discuss. Reflect on what we have learned and say what we like and dislike. Listen to Ravel's Empress of Pagodas and identify and understand ternary form. Compare to another romantic composer, Tchaikovsky's Chinese Dance from Nutcracker Suite and discuss preferences.</p>	<p>Can I talk about the tradition of sea shanties and folk songs generally? Can I reflect and evaluate what we have learned and discuss what we like or dislike?</p> <p>Can I identify the style of those songs/ pieces of music and make connections / comparisons to other songs/ pieces of music?</p>	<p>Can I explain why silence is often needed in music and explain what effect it has?</p> <p>Can I describe and identify the structure of songs, using music vocabulary?</p>	
<p>Year 6</p>			

<p>PERFORMING</p> <p>Learn to play a few notes on a brass instrument and perform in concert. Perform the song Touch The Sky and other Scottish songs, such as Sky Boat song with harmony parts, confidently and accurately. Perform some of our songs from memory. Perform an accompaniment for Skye Boat Song. Play instruments with increasing control, fluency, accuracy and expressions. Learn to play the ukulele and self-accompany. Sing and play in harmony and with accuracy of pitch. Singing and rhythm games to build control and expression and to complement our skills on the ukulele. Use the ukuleles to do call and response.</p>	<p>Can I hear different parts in a song?</p> <p>Can I listen to myself and others when singing in harmony in order to keep to my part and to keep in time?</p> <p>Can I sing my part from memory?</p>	<p>Can I sing songs confidently, expressively, musically and from memory, aware of how the song fits with the accompaniment?</p> <p>Can I accompany myself on the ukulele with two or more chords and perform confidently and fluently?</p>	<p>KEY VOCABULARLY (as Year 5 plus):</p> <p>Paired / groups of quavers, Semiquavers</p> <p>allegro, adagio, legato, staccato, pentatonic scale, major, minor, harmony intervals octave range Brass</p>
<p>COMPOSING</p> <p>We will create our own accompaniment of Skye Boat Song. We will improvise rhythmic parts in ¾ time and compose using Pentatonic scales and a drone on instruments, using the Scottish themes. We will improvise rhythmic pattern compositions, variety of musical devices, such as melody, rhythms and chords.</p>	<p>Can I create our own accompaniment for Skye Boat song?</p> <p>Can I improvise (doodle) with notes over a drone using a certain stimulus?</p> <p>Can I compose my own short song using two or more chords?</p>	<p>Can I improvise within a group using more complex melodic and rhythmic phrases?</p> <p>Can I use a variety of different musical devices in my composition ie melody, rhythms and simple chords?</p>	

LISTENING

We will listen to the songs and analyse features of Scottish folk music. We will describe the music in detail and compare and contrast the different types of music. We will discuss where the folk music comes from and its traditions and identity.

We will refine and improve our own compositions and evaluate how the venue, occasion and purpose affects the way it is created. family they belong to and learn how they produce their sound.

We will listen to the music and to each other to ensure excellent musical performances. We will discuss ways to improve and how we can bring variety to our performances in terms of dynamics, tempo, timbre, structure and texture.

Can I identify the musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)?

Can I identify the historical context of the songs and understand what else was going on at this time both musically and historically?

Can I know and talk about that fact that we each have a musical identity?

Can I analyse features within different pieces of music?

Can I compare and contrast the music of different composers from different times?

Can I talk about musical identity and what music means to them?