

End Points for Music across EYFS and Key Stage 1.

	EYFS	Year 1	Year 2
Performing	<ul style="list-style-type: none"> To sing a range of well known nursery rhymes and songs. To use untuned percussion to begin to keep a beat/pulse To use resources lycra/scarves/ribbons to move expressively to music 	<ul style="list-style-type: none"> To confidently use their voices to speak/sing/chant To confidently use instruments to perform (up to 5 notes) To clap short rhythmic patterns accurately To copy sounds with confidence 	<ul style="list-style-type: none"> To sing and follow the melody (tune) To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others confidently To sing/ clap a pulse increasing or decreasing tempo accurately
Composing (Including Notation)	<ul style="list-style-type: none"> To explore the potential of instruments and sound makers to help me express myself using sound To suggest different ways of singing and playing songs during music time 	<ul style="list-style-type: none"> To make different sounds with their voice confidently To make different sounds with instruments confidently To accurately identify changes in sounds To accurately repeat (short rhythmic and melodic) patterns To confidently make a sequence of sounds 	<ul style="list-style-type: none"> To order sounds to create a beginning, middle and end confidently To create music in response to different starting points independently To purposefully choose sounds which create an effect To use symbols to represent sounds accurately To make connections between notations and musical sounds
Appraising	<ul style="list-style-type: none"> To talk about and express my feelings and responses to pieces of music. To hear music from a wide variety of genres, countries and cultures. To work with others to create music To be able to use and understand basic music terms such as high/low, fast/slow, long/short 	<ul style="list-style-type: none"> To confidently respond to different moods in music and explain how a piece of music makes them feel To explain whether they like or dislike a piece of music To confidently choose sounds to represent different things To always follow instructions about when to play or sing 	<ul style="list-style-type: none"> To improve their own work To listen out for particular things when listening to music with confidence.

End Points for Music across Key Stage 2.

	Year 3	Year 4	Year 5	Year 6
Charanga Units	Let your spirit fly, Glockenspiel stage 1, Little Birds, Dragon Song, Bringing Ideas together, Reflect, rewind, replay.	Mamma Mia, Glockenspiel stage 2, Stop, Lean on me, Blackbird and Reflect, Rewind, Replay	Livin' on a prayer, Jazz 1, Make you feel my love, Fresh Prince of Bel Air, Dancing in the Street and Reflect, Rewind, Replay	I'll be there, Jazz 2, Britten—New Year Carol, Happy, You've got a friend in me and Reflect, Rewind, Replay
Performing	<ul style="list-style-type: none"> To sing in tune with expression To control their voice when singing To play clear notes on instruments 	<ul style="list-style-type: none"> To perform a simple part rhythmically To sing songs from memory with accurate pitch To improvise using repeated patterns confidently 	<ul style="list-style-type: none"> To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To recognise and use basic structural forms e.g. rounds, variations, rondo form 	<ul style="list-style-type: none"> 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...?”
Composing (Including Notation)	<ul style="list-style-type: none"> To use different elements in their composition To create repeated patterns with different instruments with confidence To compose melodies and songs independently To create effective accompaniments for tunes To combine different sounds to create a specific mood or feeling with purpose 	<ul style="list-style-type: none"> To use notations to record and interpret sequences of pitches To use and understand standard notation To use all learnt notations to record compositions in a small group or on their own To use their notation in a performance confidently 	<ul style="list-style-type: none"> To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To share a music diary used from recording aspects of the composition process 	<ul style="list-style-type: none"> To confidently create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. Explain the keynote or home note and the structure of the melody with confidence and accuracy Listen to and reflect honestly upon the developing composition and make accurate musical decisions about how the melody connects with the song. Record the composition in accurately appropriate ways that recognises the connection between sound and symbol (e.g.graphic/pictorial notation).
Appraising	<ul style="list-style-type: none"> To improve their work explaining how it has improved To have a wide breadth of musical words (the elements of music) to use describe a piece of music and compositions To accurately use musical words to describe what they like and dislike To recognise the work of at least one famous composer. 	<ul style="list-style-type: none"> To explain the place of silence and say what effect it has To start to identify the character of a piece of music To describe and identify the different purposes of music To be able to explain the style of work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> To describe, compare and evaluate music using musical vocabulary accurately To explain why they think their music is successful or unsuccessful confidently To suggest accurate improvements to their own or others' work 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about and share the message of songs. To accurately compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and offer respectful appropriate feedback to other people's thoughts about the music. Use musical words accurately when talking about the songs. To talk about all of the musical dimensions working together Talk about the music and how it makes you feel, using musical language to describe the music accurately.