

South Avenue Primary School

Music End Points



Music Curriculum Intent	<p>At South Avenue we aim for children to develop a love for music. We understand that music is a form of expression and can be used through different mediums that can relate to all. As a school we aim to provide opportunities for our pupils to explore a range of musical genres through participating as an audience, through enrichment opportunities, expanding their own musical skills in whole class teaching and acquiring new instrumental skills on a 1:1 basis. To support our music teaching we follow a scheme which supports us to ensure that all children have an equal opportunity to access high quality musical education which aims to inspire and provide the children with key knowledge and skills which they can further develop into their future. All children are taught ambitiously with opportunities of a variety of genres being explored and understanding key elements of music and learning about the cultural and historical background of a range of songs, instruments and artists.</p> <p>Children are encouraged to pursue a range of musical avenues throughout the school day and through extra curricular clubs. As a school we have weekly professional music tutors who run 1:1 and small group instrumental lessons, whole class instrument teaching, after school choir and music clubs. Our aim is to provide a range of opportunities for children to be musical and express themselves musically throughout the day and support the development of their confidence and identity.</p> <p>At South Avenue we understand the importance of music and the development of a child's self-esteem, confidence and their own identity, we aim to develop and grow with the children and celebrate every child's unique personalities, talents and interests and foster these throughout their time with us.</p>
--------------------------------	--

<p>NC EYFS/ KS1 programme of study</p> <p>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Pupils play tuned and untuned instruments musically.</p> <p>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>KS2 NC programme of study</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</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> <p>Develop an understanding of the history of music</p>
--	--

EYFS				
C&L	PSED	PD	L	EAD
<p>Listen attentively and respond to what they hear with relevant questions, comments, and actions</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Use a range of small tools (e.g. instrument beaters)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play</p>	<p>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music</p>

South Avenue Primary School

Music End Points



MMC Statements	Year 1	Year 2	MMC Statements	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing simple chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing songs with a very small range (mi-so), then slightly wider. Include pentatonic songs</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</p>	Singing	<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes</p>	<p>Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>This should include observing phrasing, accurate pitching, and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>This should include observing rhythm, phrasing, accurate pitching, and appropriate style.</p> <p>Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.</p>
Listening	<p>Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are</p>	Listening	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are</p>

South Avenue Primary School

Music End Points



	listening to, singing and playing. Listen to recorded performances.	listening to, singing and playing. Listen to recorded performances		Listen to recorded performances	listening to, singing and playing. Listen to recorded performances.	listening to, singing and playing. Listen to recorded performances.	listening to, singing and playing. Listen to recorded performances
Composing	<p>Improvise simple vocal chants using question-and-answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to a stimulus (e.g. a rainstorm or a train journey).</p> <p>Combine to make a story using classroom instruments or sound-makers.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology to capture, change, and combine sounds.</p>	<p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology to capture, change, and combine sounds</p>	Compose: Improve	<p>Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short 'on-the-spot' responses using a limited noterange.</p> <p>Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end.</p> <p>Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources</p>	<p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderatley quiet (mezzo piano).</p> <p>Continue this process in composition tasks.</p>	<p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</p>

South Avenue Primary School

Music End Points



	<p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent own symbols</p>						
Musicianship: Pulse/beat	<p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat</p>	Composing: Compose	<p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest, and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific</p>	<p>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.</p> <p>These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood, or environment.</p> <p>Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p>	<p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Notate this melody. Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available</p>

South Avenue Primary School

Music End Points



		<p>and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to</p>			<p>mood, for example creating music to accompany a short film clip. Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p>	<p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology</p>	<p>music software/apps to create and record it, discussing how musical contrasts are achieved</p>
Musicianship: Rhythm	<p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them</p>	Performing (Year 5 and 6: Instrumental Performance)	<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups.</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups.</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence</p>	<p>Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).</p>

South Avenue Primary School

Music End Points



	perform their own rhythm patterns.	with stick notation including crotchets, quavers, and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation.		notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases	Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A)	gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies	Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line
Musicianship: Pitch	Listen to sounds in the local school environment comparing high and low sounds. Sing familiar	Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a	Performing: Reading notation	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between	Introduce and understand the differences between minims, crotchets, paired quavers, and rests. Read and perform pitch notation within	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.	Further understand the differences between semibreves, minims, crotchets, quavers, and their equivalent rests.

South Avenue Primary School

Music End Points



	<p>songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to explore storytelling.</p> <p>Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum</p>	<p>leader playing the melody.</p> <p>The melody could be played on a piano, acoustic instrument, or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>		<p>crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Understand the differences between 2/4, 3/4, and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</p>	<p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
--	---	--	--	---	---	--	--