

## Hallaton Primary School – End Points Document and Overview for Music

*This document should be used with reference to the Big Picture for Music*

Reception	Year 1 /Year 2	Lower Key Stage 2	Upper Key Stage 2
<b>Listening</b>			
Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music..	Recognising and understanding the difference between pulse and rhythm.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).
Exploring lyrics by suggesting appropriate actions.	Understanding that different types of sounds are called timbres.	Understanding that music from different parts of the world has different features.	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
Exploring the story behind the lyrics or music.	Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Recognising and explaining the changes within a piece of music using musical vocabulary	Comparing, discussing and evaluating music using detailed musical vocabulary.
Listening to and following a beat using body percussion and instruments	Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.	Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.
Considering whether a piece of music has a fast, moderate or slow tempo	Describing the differences between two pieces of music.	Beginning to show an awareness of metre.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles
Listening to sounds and identifying high and low pitch.	Expressing a basic opinion about music (like/dislike).	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.	. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
Listening to and repeating a simple rhythm	Listening to and repeating short, simple rhythmic patterns.	Recognising the use and development of motifs in music.	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary
Understanding that different instruments make different sounds and grouping them accordingly.	Listening and responding to other performers by playing as part of a group.	Identifying gradual dynamic and tempo changes within a piece of music.	Identifying the way that features of a song can complement one another to create a coherent overall effect.
. Listening to sounds and matching them to the object or instrument.	Recognising timbre changes in music they listen to.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

Repeating simple lyrics.	Recognising structural features in music they listen to.	Identifying common features between different genres, styles and traditions of music.	Evaluating how the venue, occasion and purpose affects the way a piece of music sounds
	Listening to and recognising instrumentation	Recognising, naming and explaining the effect of the interrelated dimensions of music.	Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
	Beginning to use musical vocabulary to describe music	Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	
	Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear.	Using musical vocabulary to discuss the purpose of a piece of music.	
	Suggesting improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	

## Composing

Playing un-tuned percussion 'in time' with a piece of music.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
Selecting classroom objects to use as instruments.	Combining instrumental and vocal sounds within a given structure	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Improvising coherently within a given style.
Experimenting with body percussion and vocal sounds to respond to music.	. Creating simple melodies using a few notes.	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest
Selecting appropriate instruments to represent action and mood.	Choosing dynamics, tempo and timbre for a piece of music.	Suggesting and implementing improvements to their own work, using musical vocabulary.	Using staff notation to record rhythms and melodies.
Experimenting with playing instruments in different ways.	Creating a simple graphic score to represent a composition Beginning to make improvements to their work as suggested by the teacher.	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character	Beginning to improvise musically within a given style.	Suggesting and demonstrating improvements to own and others' work.
	Successfully combining and layering several instrumental and vocal patterns within a given structure.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Improvising coherently and creatively within a given style, incorporating given features.
	Creating simple melodies from five or more notes.	Creating a piece of music with at least four different layers and a clear structure.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.

	Choosing appropriate dynamics, tempo and timbre for a piece of music.	Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
	Using letter name and graphic notation to represent the details of their composition.	Suggesting improvements to others' work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	Beginning to suggest improvements to their own work.		Recording own composition using appropriate forms of notation and/or technology and incorporating.
			Constructively critique their own and others' work, using musical vocabulary
<b>Performing</b>			
Using their voices to join in with well-known songs from memory	Using their voices expressively to speak and chant.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression
Remembering and maintaining their role within a group performance	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
Moving to music with instruction to perform actions.	Maintaining the pulse (play on the beat) using hands, and tuned and un-tuned instruments.	Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Performing with accuracy and fluency from graphic and simple staff notation.
Participating in performances to a small audience.	Copying back short rhythmic and melodic phrases on percussion instruments.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.	Playing a simple chord progression with accuracy and fluency.
Stopping and starting playing at the right time.	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
	Performing from graphic notation.	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	Playing syncopated rhythms with accuracy, control and fluency.	Performing a solo or taking a leadership role within a performance.
	Singing short songs from memory, with melodic and rhythmic accuracy.		Performing with accuracy and fluency from graphic and staff notation and from their own notation
	Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.		Performing by following a conductor's cues and directions.

	Performing expressively using dynamics and timbre to alter sounds as appropriate.		
	Singing back short melodic patterns by ear and playing short melodic patterns from letter notation		
<b>History Of Music (KS2 ONLY)</b>			
		Understanding that music from different times has different features. (Also part of the Listening strand)	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)
		Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

#### PROGRESSION OF KNOWLEDGE

	EYFS	KS1	Lower KS2	Upper KS2
<b>Pitch</b>	<ul style="list-style-type: none"> <li>To understand that what 'high' and 'low' notes are.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that pitch means how high or low a note sounds.</li> <li>To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> <li>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</li> <li>To understand that a pentatonic melody uses only the five notes C D E G A.</li> <li>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>To know that the Solfa syllables represent the pitches in an octave.</li> <li>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li> </ul>

			<ul style="list-style-type: none"> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li> <li>To know that a melody can be adapted by changing its pitch.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>To recognise that different sounds can be long or short.</li> </ul>	<ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> <li>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To know that written music tells you how long to play a note for.</li> <li>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</li> <li>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> <li>To know that a motif in music can be a repeated rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'poly-rhythms' means many different rhythms played at once.</li> <li>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> <li>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</li> <li>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> <li>To know that a quaver is worth half a beat.</li> </ul>
<b>Dynamics</b>	<ul style="list-style-type: none"> <li>To understand that instruments can be played loudly or softly.</li> </ul>	<ul style="list-style-type: none"> <li>To know that dynamics means how loud or soft a sound is.</li> <li>To understand that sounds can be adapted to change their mood, e.g. through dynamics.</li> <li>To know that dynamics can change the effect a sound has on the audience.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>To know that a melody can be adapted by changing its dynamics.</li> </ul>
<b>Tempo</b>	<ul style="list-style-type: none"> <li>To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> </ul>	<ul style="list-style-type: none"> <li>to know that the 'pulse' is the steady beat that goes through music.</li> <li>To know that tempo is the speed of the music.</li> <li>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> </ul>	<ul style="list-style-type: none"> <li>To know that playing in time means all performers playing together at the same speed</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a slow tempo can be used to make music sound sad.</li> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> </ul>

<b>Timbre</b>	<ul style="list-style-type: none"> <li>To know that different instruments can sound like a particular character.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>To know that my voice can create different timbres to help tell a story. To know that musical instruments can be used to create 'real life' sound effects.</li> <li>To understand an instrument can be matched to an animal noise based on its timbre</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</li> <li>To understand that both instruments and voices can create audio effects that describe something you can see.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>To know that music often has more than one instrument being played at a time.</li> </ul>	<ul style="list-style-type: none"> <li>To know that music has layers called 'texture'.</li> <li>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li> <li>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that poly-rhythms means many rhythms played at once. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>To recognise the chorus in a familiar song.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a piece of music can have more than one section, eg a versed and a chorus.</li> <li>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li> </ul>	<ul style="list-style-type: none"> <li>To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</li> <li>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated repeatedly; a vocal ostinato is a pattern created with your voice.</li> <li>To understand that musical motifs (repeating patterns) are used as a</li> </ul>	<ul style="list-style-type: none"> <li>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</li> </ul>

			building block in many well-known pieces of music	
<b>Notation</b>	<ul style="list-style-type: none"> <li>To know that signals can tell us when to start or stop playing.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that music can be represented by pictures or symbols.</li> <li>To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>To know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>	<ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li> <li>To know that chord progressions are represented in music by Roman numerals.</li> </ul>