



## Musical Strand: Listen and Appraise

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for UKS2
<ul style="list-style-type: none"> <li>To listen and respond to Nursery Rhymes and songs with voices/actions</li> <li>To say whether they liked/disliked a piece of music/song</li> </ul>	<ul style="list-style-type: none"> <li>To know and recognise the sound and names of some instruments they have heard.</li> <li>To know that songs have a musical style</li> <li>To suggest a story or describe the mood of a piece of music/song</li> <li>To identify the rhythm and beat of a piece of music</li> <li>To identify the introduction, chorus and verse of a song</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about a song in terms of:Lyrics, musical dimensions (dynamics, tempo, rhythm and pitch)</li> <li>Name some instruments heard</li> <li>To respond to a song/piece of music using voice/actions explaining their responses (feelings &amp; dynamics)</li> <li>To be respectful of other people’s musical preferences</li> </ul>	<ul style="list-style-type: none"> <li>To compare two songs of the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>To talk about the music and how it makes them feel, using musical language as appropriate</li> </ul>

## Musical Strand: Musical Activities

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for UKS2
<ul style="list-style-type: none"> <li>To copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>To explore high and low using voices and sounds</li> <li>To recognise high and low sounds on a glockenspiel.</li> <li>To invent a pattern using one pitched note, keep the pulse throughout and with a single note and begin to create simple 2 note patterns to accompany the song.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that rhythms are different to the steady pulse.</li> <li>To move in different ways to find the pulse.</li> <li>To create simple rhythms for others to copy.</li> <li>To use voices to sing back whilst marching to the steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: Pulse, Rhythm and the difference between</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>Create their own simple rhythmic patterns.</li> <li>Listen and sing back (no notation).</li> <li>Listen and copy back with instruments, with notation.</li> </ul>	<p>To know pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or piece of music.</p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>Copy back rhythms that include syncopation / off beat, two and three note riffs by ear and with notation.</li> </ul>
	<p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>To learn the names of the notes in their instrumental part from memory or when written down.</li> <li>To know the names of the instruments they are playing and other untuned percussion instruments played in class.</li> </ul>	<p><b>Playing Instruments</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>instruments they might play or that might be played in a band or orchestra.</li> <li>To play an instrumental part from memory or using notation.</li> </ul>	<p><b>Playing Instruments</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Different ways of writing music down – eg. staff notation, symbols.</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave.</li> <li>To play an instrumental part with correct technique.</li> </ul>

	<ul style="list-style-type: none"> <li>To play a tuned instrumental part with the song they perform.</li> <li>To play in time with the steady pulse.</li> </ul>		<ul style="list-style-type: none"> <li>To select and learn a suitable challenging instrumental part from memory or using notation.</li> </ul>
	<b>Improvisation</b> <ul style="list-style-type: none"> <li>To understand then when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>Use clapping, voices and instruments to listen to a simple rhythm (question) and then sing or play own rhythm (answer) using one or two notes.</li> </ul>	<b>Improvisation</b> <ul style="list-style-type: none"> <li>To know that improvising using one or two notes confidently is better than using five notes.</li> <li>To listen and sing back melodic patterns.</li> <li>Using instruments, to listen and copy back using two different notes.</li> <li>Using instruments, to listen and play back your own answer using one or two notes.</li> <li>To take it in turns to improvise using three different notes.</li> </ul>	<b>Improvisation</b> <ul style="list-style-type: none"> <li>To copy back using instruments using three notes.</li> <li>Question and answer using instruments using three notes. Always start on G.</li> <li>Improvise using three notes.</li> </ul>
	<b>Composition</b> <ul style="list-style-type: none"> <li>To help create simple melodies using five notes.</li> <li>To understand how the notes of the composition can be written down</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To know different ways of recording compositions (letter names, symbols, audio etc.)</li> <li>To help create a simple melody using one or three notes.</li> <li>To make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>To record the composition in an appropriate way that recognises the connection between sound and symbol (eg. graphic/pictorial notation).</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To recognise the connection between sound and symbol (notation).</li> <li>To create simple melodies using five different notes and simple rhythms that work musically with the style of the unit song.</li> <li>To explain the keynote or home note and the structure of a melody.</li> <li>To make musical decisions about how the melody connects with the song.</li> </ul>

## Musical Strand: Singing

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for UKS2
<ul style="list-style-type: none"> <li>To sing or rap nursery rhymes or simple songs from memory.</li> <li>To sing along with a pre-recorded song and add actions.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently know and sing the unit songs from memory.</li> <li>To be able to sing in unison and understand that this means everyone singing at the same time.</li> <li>To understand that we can sing in different pitches (high and low).</li> </ul>	<ul style="list-style-type: none"> <li>To know that when singing as part of an ensemble or large group, you must listen to each other.</li> <li>To sing in unison and in two simple parts.</li> <li>To sing with awareness of being "in tune".</li> </ul>	<ul style="list-style-type: none"> <li>To know and confidently sing the unit songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>To talk about singing in unison, the solo, lead vocal, backing vocals or rapping.</li> </ul>

		<ul style="list-style-type: none"> <li>To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To know and explain the importance of warming up your voice.</li> <li>To sing in unison and to sing backing vocals.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how each person fits into the group.</li> </ul>
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## Musical Strand: Performance

End points for EYFS	End Points for KS1	End Points for LKS2	End Points for UKS2
<ul style="list-style-type: none"> <li>To perform any of the nursery rhymes by singing and adding actions or dance or adding a simple instrumental part.</li> </ul>	<ul style="list-style-type: none"> <li>To perform the songs from the units taught.</li> <li>To add their own ideas to a performance.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a performance must be carefully planned and rehearsed.</li> <li>To sing or rap clearly and play confidently as part of the performance.</li> <li>To present a musical performance designed to engage the audience.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the venue of a performance and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> </ul>