

**Whittaker Moss Subject End Points By Year Group**

**Subject: Music**

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| **NURSERY** | Children can:   * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. * Sing a large repertoire of songs. (Linked to Communication and Language). |
| **RECEPTION** | Children can:   * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore and engage in music making and dance, performing solo or in groups. * Listen carefully to rhymes and songs, paying attention to how they sound. (Linked to Communication and Language). * Learn rhymes, poems and songs. (Linked to Communication and Language). * 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. |
| **YEAR ONE** | Children can:   * Say that music is a language made up of high and low and long and short sounds. * Listen to and learn about many different styles of music. * Enjoy dancing and learning about the songs. * Sing, move and dance to specially-written songs. * Play classroom percussion instruments with the songs they learn to sing. * Begin to explore improvisation. * Compose and create their own sounds and melodies using the Compose with the Song and Graphic Score resources. * Perform their choice of songs and musical activities to an audience. |
| **YEAR TWO** | Children can:   * Demonstrate that music is a combination of pulse, rhythm and pitch - the foundations of every song they learn. * Continue to listen to and learn about many different styles of music - begin to recognise more different sounds and hear how they create harmony together. * Sing and move together with more of an understanding of how pulse, rhythm and pitch work together. * Play instruments together and have fun learning to play in a band or ensemble. * Explore improvisation a bit further and try to use some more notes. * Explore composition to tell stories using the Create a Graphic Score and Music Explorer resources. * Put together a big Concert and celebrate the lovely musical year. |
| **YEAR THREE** | Children can:   * Begin to use music notation and start to put sound together with symbol where appropriate. * Listen to and learn about musical styles and how music has changed and shaped lives around the world. * Think about and explore how singing and playing together can create beautiful sounds and experiences. * Play instruments together with more confidence and expression. * Explore where they improvise in a song. * Use their imaginations when composing using graphic scores and Music Explorer. * Plan and create a performance with an understanding of the songs they are singing and where they fit in the world. * Create their own band using the simple band parts, provided every instrument is there! |
| **YEAR FOUR** | Children can:   * Continue to explore music notation through playing their instruments and the Music Notepad. * Continue to listen to and learn about musical styles and how they help us to communicate different feelings. * Explore how music and lyrics/words work together. How the music can make words sound even more special. * Play instruments using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song. * Make their simple improvisations more expressive, adding some dynamics. * Use simple dynamics to express their feelings when composing. * Choose from songs they have learnt within each unit and plan a performance. * Introduce the performance with an understanding of what the songs are about, and any other connections. |
| **YEAR FIVE** | Children can:   * Continue to explore melody and music notation using the Music Notepad. * Continue to listen to and learn about musical styles in greater depth. * Connect music with global history and culture. * Learn that music has different grooves. * Explore the voices that sing the melodies and the instruments used to create harmonies. * Learn that melody and harmony work together and if we play three or more pitches together, we create a ‘chord'. * Play instruments using the band parts provided and enjoy playing together confidently, knowing whereabouts they will play in the song. * Improvise with notes that aren't next to each other! * Compose an accompaniment! * Create a fun and confident performance with their choice of music and songs. They might form their own bands that want to perform. |
| **YEAR SIX** | Children can:   * Continue to explore melody and music notation using the Music Notepad. There is an opportunity to use YuStudio and explore music production. * Continue to listen to and learn about musical styles in greater depth. Music is powerful and brings people from different backgrounds and parts of the world together. * Enjoy and confidently sing and play together in their ensemble/band. Listen carefully to one another, use expression and explore the intention of the composer. * Read a notated instrumental part - easy, medium or more difficult. * Improvise with confidence and create their own personal musical ideas. * Compose using chords and experiment! * Share their last performance before moving to high school. This will be a special performance, so take time to plan and include the songs and music that represent the class. |