

**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).
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| **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.
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| **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.
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| **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.
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| **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!
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| **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.
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| **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.
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| **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.
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