Key: O = Oracy skills. LT = Learning Technologies. PSE = Personal, social and emotional skills. MC = Metacognitive skills

MUSIC - End Points

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) KNOW & UNDERSTAND								
a) Rhythm & Metre	To identify sounds in the environment.	To identify long and short sounds in a song.	To identify taught music notes (ta,titi, tah) by Kodaly name.	To identify the length of the notes (ta, titi, zah, tah-ah, tika-tika.	To identify taught music notes using musical terms (crotchet, minim etc).	To identify all notes and use them during the writing of their compositions (writing music on the stave). To identify taught music notes, rhythms and score markings (all symbols such as pause, repeat, da coda etc).	To identify taught music notes and symbols using musical terms.	To extend their knowledge multiple through octaves.
b) Dynamics & Symbols	To understand loud and soft.	To play and/or sing loudly and softly.	To identify p and f as loud and soft.	To understand the meaning of dynamics p, f, mf.	To understand how to read a score with all score markings.		To understand how to read a score with all score markings.	
c) Form					To understands the difference between a verse and chorus.	To understand AB and ABA form (Binary and Tenary).	To understand AB, ABA, Rondo form, 1st & 2nd time endings, da coda, dal segno.	To identify form when listening to a piece of music.
d) Pitch			To identify if the pitch is higher or lower (four octaves).	To identify if the pitch is higher or lower (one octave).	To identify if the pitch is higher or lower (by step).	To identify the interval of an octave.	To identify 2nd, 3rd, 4th 5th intervals aurally.	To identify all intervals and understand what makes up a major and minor chord.
2) COMPOSE								
Creating	To make sounds with voice and instrument.	To make and change sounds with voice and instrument.	To choose sounds to represent my ideas. To create and change sounds to create a mood.	To represent sounds with symbols and structure sounds to give it a beginning middle and end. To recognise that musical elements can be used to create different moods and effects.	To improvise repeated patterns. To combine several layers of sound with awareness of the combined effect.	To use improvisation to develop ideas during composition. To combine several layers of written music to create a mood or effect.	To compose melodic and rhythmic material within given structures. To use a variety of notations to achieve a short piece of music. To use music for a variety of occasions as appropriate.	To improvise and compose in a variety of different genres and styles. To use relevant notations to plan and develop musical ideas. To use devices such as melody, rhythm, chords and structures in interesting ways. To develop musical ideas to achieve different effects.
3) PERFORM								

a) Singing	To join in with known songs.	To sing and chant known songs.	To use their voice in different ways such as speaking, singing and chanting.	To sing with a sense of shape of the melody (phrasing).	To sing in tune with expression.	To perform by ear and from simple notations (short verse or chorus). Maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. To perform music expressively and articulate the emotions involved within a piece of music. PSE	To perform significant parts from memory and from simple notations (whole song).	To select and make expressive use of tempo, dynamics, phrasing and timbre when performing.
b) Rhythm	To move to music.	To keep a steady beat.	To repeat short rhythmic and melodic patterns (4 beats) individually.	Perform simple patterns keeping to a steady pulse and accompaniments (whole short song).	To perform rhythmically simple parts that use a limited range of notes .		To explain their role in a performance (leading, solo etc).	To make subtle adjustments to fit their own part within a group performance.
c) Expressive elements	To copy actions to songs.	To copy actions to songs with increasing awareness of audience.	To perform with an awareness of others. PSE	To perform with an awareness of others with more than one part. PSE	To Perform music expressively. PSE		To improvise over given music when playing within a group. PSE	To perform a solo or group part with confidence without making any significant errors. PSE

4) EVALUATE								
a) Critiquing the work of a professional	To respond in different ways to what they saw/heard/felt. O. PSE To express feelings about the final performance of an expert. O LT	To respond in different ways to what they saw/heard/felt/ and begin to notice patterns. PSE. O To say what they liked best or least about a final product or performance. O. LT	To identify and begin to describe similarities, differences or patterns in a final performance. To say how a piece of work makes them feel and give simple reasons. O PSE. LT	To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria (e.g. explain how sounds are organised). O. LT	To recognise how the different musical elements are combined and used expressively. O PSE To describe their performance in relation to the context/purpose/criteria.	To evaluate the overall intended effect or purpose of a performance and explain how this could be improved. To give reasons as to why particular techniques were used. O. LT To prepare and use criteria to evaluate their own final performance or that of a peer.	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. O. LT To analyse and compare musical features. MC	
b) Self and peer evaluating	To express feelings and or preferences about their own work or that of a peer. O	To look closely at their final performance with a teacher and say what they like and/or don't like about it.	To identify strengths and weakness/errors in their performance with some teacher support and give simple reasons.	To describe their final performance or the process and identify strengths and weakness/errors. To say whether it was different to expected.	To keep a tracker to identify successes and areas of weakness throughout the process.	To use given criteria to evaluate the process or journey to arrive at final performance.	To generate success criteria to evaluate their steps in a process to arrive at a final performance.	

| c) Making improvements | To talk about what went well and what we learned when it did not. | To explore different ways to do something and identify differences. (e.g. to change the sound an instrument makes) | To make simple suggestions to improve the quality of their final performance based on evaluation with teacher support. | To compare improved work with initial work and/or plan and express preference.

To ask where and how do I get help? | To evaluate the intended effect or purpose of a piece of music. O MC PSE | To identify where changes were made during the process which led to improvements. | To question which parts of the process could be improved to have maximum impact on final performance and suggest improvements. |