



Holy Family Catholic Primary School

Music End Points – Termly

EYFS

Music Intent

I will listen carefully, move to and talk about music. I will make my own music and sing.



KS1

Music Intent

I will listen to a range of music and respond. I will use my voice expressively to sing and play instruments musically.



KS2

Music Intent

I will listen to a wide range of music and develop an understanding of the history of music. I will play and perform using my voice and musical instruments with increasing confidence and control.



Intent		To promote self-expression, confidence and emotional response through the universal language of music. Engaging enquiry into the question; ‘How can music inspire individual creativity and self-confidence?’				
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<u>Keeping the Pulse</u> Children will demonstrate an understanding of	<u>Musical Symbols</u> Children will explore tempo	<u>Sound Patterns</u> Children will explore and		<u>Pitch</u> Children will identify high- and low-pitched sounds.

		<p>pulse using parts of the body.</p> <p>Children will keep a pulse and show a sound pattern using bodies and voices.</p> <p>Children will explore using a thinking voice to show the pulse.</p> <p>Children will play short rhythms in time with the pulse.</p> <p>Children will demonstrate an understanding of pulse through performance.</p>	<p>changes through movement.</p> <p>Children will explore how dynamics can be represented by different symbols.</p> <p>Children will clap simple rhythmic patterns while keeping the pulse.</p> <p>Children will interpret symbols to demonstrate a pitch pattern.</p> <p>Children will perform as part of a group to demonstrate dynamics, pitch and rhythm.</p>	<p>change dynamics using the voice.</p> <p>Children will experiment with creating different sounds using a single instrument.</p> <p>Children will read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p> <p>Children will play sound patterns in time with the pulse using a visual stimulus.</p> <p>Children will show awareness of different roles when performing in a group performance.</p>		<p>Children will explore pitch by creating two-pitch patterns.</p> <p>Children will demonstrate tempo changes.</p> <p>Children will create a superhero theme tune with a variety in tempo and pitch.</p> <p>Children will perform a piece of superhero music showing a change of pitch and tempo.</p>

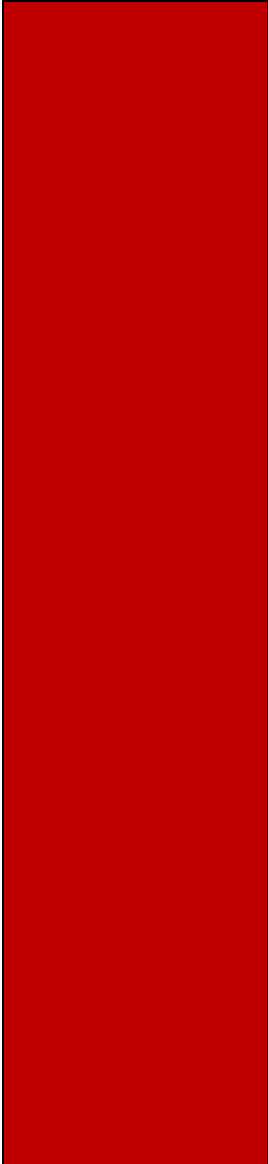
<p>Year 2</p>		<p><u>Call and Response (Animals)</u></p> <p>Children will create short sounds with varied dynamics that represent an animal.</p> <p>Children will copy a short sound pattern.</p> <p>Children will explore call and response using instruments.</p> <p>Children will create sound patterns based on call and response.</p> <p>Children will perform different sound patterns</p>	<p><u>Instruments (Musical Storytelling)</u></p> <p>Children will explore listening and analysing a piece of music in relation to a story.</p> <p>Children will explore how music and sound effects can tell a story.</p> <p>Children will select appropriate sounds to match events, characters and feelings in a story.</p> <p>Children will suggest appropriate sounds to</p>	<p><u>Pitch (Musical Me)</u></p> <p>Children will understand and practice reading different symbols to show pitch.</p> <p>Children will sing and draw pitch patterns.</p> <p>Children will read and understand the notation for the song 'Once a Man Fell in a Well.'</p> <p>Children will use a tuned percussion instrument to play a song.</p> <p>Children will complete the notation for a</p>		<p><u>Structure (Myths and Legends)</u></p> <p>Children will read and clap a rhythm based on a phrase from a story.</p> <p>Children will hear, write and clap rhythms based on a phrase from a story.</p> <p>Children will use a rhythm in different ways to demonstrate structure.</p> <p>Children will create a structure using rhythmic patterns.</p>

		with contrasting dynamics.	<p>represent parts of a story.</p> <p>Children will perform a composition showing changes in tempo and dynamics.</p>	short song using a three-line stave.		Children will perform a group composition.
Year 3	<u>Whole Class Instrumental Lessons – Ukulele</u>	<u>Whole Class Instrumental Lessons – Ukulele</u>	<p><u>Ballads</u></p> <p>Children will use musical vocabulary to explain the stylistic features of a ballad.</p> <p>Children will explore how actions can impact performance.</p> <p>Children will plan a musical</p>	<p><u>Developing Singing Technique</u></p> <p>Children will sing in time with others.</p> <p>Children will recognise simple rhythmic notation by ear and by sight.</p> <p>Children will use simple rhythmic notation to</p>	<p><u>Pentatonic Melodies and Composition</u></p> <p>Children will learn about the music used to celebrate the Chinese New Year festival.</p> <p>Children will play a pentatonic melody on a tuned percussion instrument.</p> <p>Children will write and perform a</p>	<p><u>Traditional Instruments and Improvisation</u></p> <p>Children will form an opinion of Indian music.</p> <p>Children will be able to improvise using given notes.</p> <p>Children will be able to improvise using given notes.</p> <p>Children will create a piece of music using a</p>

			<p>structure inspired by a story.</p> <p>Children will create lyrics that match a melody.</p> <p>Children will show awareness of style, structure and features to perform a ballad.</p>	<p>compose a Viking battle song.</p> <p>Children will perform music with confidence and discipline.</p>	<p>pentatonic melody.</p> <p>Children will perform a group composition.</p> <p>Children will perform a piece of music as a group.</p>	<p>drone, rag and tal.</p> <p>Children will perform a piece of music using musical notation.</p>
<p>Year 4</p>	<p><u>Whole Class Instrumental Lessons – Ukulele</u></p>	<p><u>Whole Class Instrumental Lessons – Ukulele</u></p>	<p><u>Body and Tuned Percussion</u></p> <p>Children will identify structure and texture in music.</p> <p>Children will identify structure and texture in music.</p> <p>Children will create musical rhythms using body percussion.</p>	<p><u>Changes in Pitch, Tempo and Dynamics</u></p> <p>Children will sing in two parts using expression and dynamics.</p> <p>Children will recognise key elements of music.</p> <p>Children will perform a vocal ostinato.</p>	<p><u>Samba and Carnival Sounds and Instruments</u></p> <p>Children will recognise and identify the main features of samba music.</p> <p>Children will understand and play syncopated rhythms.</p> <p>Children will play syncopated</p>	<p><u>Adapting and Transposing Motifs</u></p> <p>Children will sing in tune and in time.</p> <p>Children will understand what a musical motif is.</p> <p>Children will compose and notate a motif.</p>

			<p>Children will create simple tunes.</p> <p>Children will build and improve a composition.</p>	<p>Children will create and perform an ostinato.</p> <p>Children will improve and perform a piece of music based around ostinatos.</p>	<p>rhythms as part of a group.</p> <p>Children will compose a basic rhythmic break.</p> <p>Children will perform rhythmic breaks within a samba piece.</p>	<p>Children will develop and transpose a musical motif.</p> <p>Children will combine and perform different versions of a musical motif.</p>
<p>Year 5</p>		<p><u>Composition Notation</u></p> <p>Children will sing with accuracy, fluency, control, and expression.</p> <p>Children will explore and use</p>	<p><u>Blues</u></p> <p>Children will know some features of blues music.</p> <p>Children will play the first line of the 12-bar blues.</p>	<p><u>South and West Africa</u></p> <p>Children will sing a traditional African song unaccompanied.</p> <p>Children will use tuned percussion</p>		<p><u>Composition to Represent the Festival of Colour</u></p> <p>Children will understand that music can be represented with colours.</p>

		<p>different forms of notation.</p> <p>Children will understand note length.</p> <p>Children will read simple pitch notation.</p> <p>To use hieroglyphs and stave notation to write a piece of music.</p>	<p>Children will be able to play the 12-bar blues.</p> <p>Children will be able to play the blues scale on a tuned instrument.</p> <p>Children will be able to improvise with notes from the blues scale.</p>	<p>to play a chord progression.</p> <p>Children will use vocals or tuned percussion to perform a piece of music as an ensemble.</p> <p>Children will play call and response rhythms using percussion instruments.</p> <p>Children will create an eight-beat break to play within a performance.</p>		<p>Children will represent a piece of music as a graphic score.</p> <p>Children will create a vocal composition based on a picture.</p> <p>Children will create a piece of music inspired by a single colour.</p> <p>Children will work as a group to perform a piece of music.</p>
Year 6		<p><u>Dynamics, Pitch and Texture</u></p> <p>Children will appraise the work of a classical</p>	<p><u>Themes and Variations</u></p> <p>Children will explore the musical concept</p>	<p><u>Baroque</u></p> <p>Children will understand the importance of Monteverdi in the history of opera.</p>		<p><u>Composing and Performing a Leaver's Song</u></p> <p>Children will listen to and describe music.</p>

		<p>composer (Felix Mendelssohn).</p> <p>Children will improvise as a group, using dynamics and pitch.</p> <p>Children will improvise as a group, using texture.</p> <p>Children will use knowledge of dynamics, texture and pitch to create a group composition.</p> <p>Children will use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p>	<p>of theme and variations.</p> <p>Children will compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'. Children will use complex rhythms to be able to perform a theme.</p> <p>Children will play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.</p> <p>Children will use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>	<p>Children will read and play a canon from staff notation.</p> <p>Children will demonstrate an understanding of Baroque music features when composing.</p> <p>Children will combine knowledge of staff notation and aural awareness to play a fugue.</p> <p>Children will apply their understanding of fugue structure when performing with others.</p>		<p>Children will write lyrics for a song.</p> <p>Children will organise lyrics into a song structure.</p> <p>Children will use vocal improvisation and known melodies against a backing track.</p> <p>Children will compose a melody.</p> <p>Children will compose a verse melody.</p>
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