



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>My Favourite things: Keeping the pulse</u> Children will demonstrate an understanding of		<u>Sound Patterns</u> Children will explore and		<u>Pitch</u> Children will identify high- and low-pitched sounds.

		pulse using parts of the body. Children will keep a pulse and show a sound pattern using bodies and voices. Children will explore using a thinking voice to show the pulse. Children will play short rhythms in time with the pulse. Children will demonstrate an understanding of pulse through performance.		change dynamics using the voice. Children will experiment with creating different sounds using a single instrument. Children will read simple rhythmic patterns comprising of one beat sounds and one beat rests. Children will play sound patterns in time with the pulse using a visual stimulus. Children will show awareness of different roles when performing in a group performance.		Children will explore pitch by creating two-pitch patterns. Children will demonstrate tempo changes. Children will create a superhero theme tune with a variety in tempo and pitch. Children will perform a piece of superhero music showing a change of pitch and tempo.
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Year 2	<u>Call and Response (Animals)</u>		<u>Instruments (Musical Storytelling)</u>			<u>Pitch (Musical Me)</u>
	Children will create short sounds with varied dynamics that represent an animal. Children will copy a short sound pattern. Children will explore call and response using instruments. Children will create sound patterns based on call and response. Children will perform different sound patterns		Children will explore listening and analysing a piece of music in relation to a story. Children will explore how music and sound effects can tell a story. Children will select appropriate sounds to match events, characters and feelings in a story. Children will suggest appropriate sounds to			Children will understand and practice reading different symbols to show pitch. Children will sing and draw pitch patterns. Children will read and understand the notation for the song 'Once a Man Fell in a Well.' Children will use a tuned percussion instrument to play a song. Children will complete the notation for a

	with contrasting dynamics.		represent parts of a story. Children will perform a composition showing changes in tempo and dynamics.			short song using a three-line stave.
Year 3		<u>Patterns and layers</u> Children will use musical vocabulary to explain the stylistic features of a ballad. Children will explore how actions can impact performance. Children will plan a musical		<u>Traditional Instruments and Improvisation</u> Children will form an opinion of Indian music. Children will be able to improvise using given notes. Children will be able to improvise using given notes. Children will create a piece of music using a		<u>. Playing in a band</u> Children will learn about the music used to celebrate the Chinese New Year festival. Children will play a pentatonic melody on a tuned percussion instrument. Children will write and perform a

		structure inspired by a story. Children will create lyrics that match a melody. Children will show awareness of style, structure and features to perform a ballad.		drone, rag and tal. Children will perform a piece of music using musical notation		pentatonic melody. Children will perform a group composition. Children will perform a piece of music as a group.
Year 4	<u>Singing in parts</u> Children will sing in two parts using expression and dynamics. Children will recognise key elements of music. Children will perform a vocal ostinato. Children will create and		<u>Adapting and Transposing Motifs</u> Children will sing in tune and in time. Children will understand what a musical motif is. Children will compose and notate a motif.	.	<u>Playing in a band</u> Children will understand the main features of Calypso music. Children will improvise a vocal part in the style of a Calypso. Children will understand how and why percussion instruments can	

	perform an ostinato. Children will improve and perform a piece of music based around ostinatos		Children will develop and transpose a musical motif. Children will combine and perform different versions of a musical motif.		be used in Calypso music. Children will recognise and perform quavers from staff notation. Children will improvise in a Calypso style using a pentatonic scale.	
Year 5		<u>Chords and melodies</u> Children will sing with accuracy,		<u>West Africa Rhythms</u> Children will sing a traditional		<u>Stage and song: Storytelling through music</u>

Year 6		fluency, control, and expression. Children will explore and use different forms of notation. Children will understand note length. Children will read simple pitch notation. To use hieroglyphs and stave notation to write a piece of music.		African song unaccompanied. Children will use tuned percussion to play a chord progression. Children will use vocals or tuned percussion to perform a piece of music as an ensemble. Children will play call and response rhythms using percussion instruments. Children will create an eight-beat break to play within a performance.		Children will understand that music can be represented with colours. Children will represent a piece of music as a graphic score. Children will create a vocal composition based on a picture. Children will create a piece of music inspired by a single colour. Children will work as a group to perform a piece of music.
	<u>Four-Chord pop</u>		<u>Songs that speak</u>		<u>Music technology</u>	

	Children will appraise the work of a classical composer (Felix Mendelssohn).		Children will explore the musical concept of theme and variations.		Children will listen to and describe music.	
	Children will improvise as a group, using dynamics and pitch.		Children will compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'.		Children will write lyrics for a song.	
	Children will improvise as a group, using texture.		Children will use complex rhythms to be able to perform a theme.		Children will organise lyrics into a song structure.	
	Children will use knowledge of dynamics, texture and pitch to create a group composition.		Children will play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time.		Children will use vocal improvisation and known melodies against a backing track.	
	Children will use teamwork to create a group composition		Children will use music notation to create visual representations of TIKI-TIKI, TI-		Children will compose a melody.	
	featuring changes in texture,				Children will compose a verse melody.	

	dynamics and pitch.		TIKI and TIKI-TI rhythms.			
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