Skills Endpoint

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| Key Phase | Listening  |
| EYFS | Exploring lyrics by suggesting appropriate actions. | \*Considering whether a piece of music has a fast, moderate or slow tempo. | Listening to and repeating a simple rhythm. | Listening to and repeating simple lyrics |  |
| Year 1/2 | Recognising and understanding the difference between pulse and rhythm. | Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). | Expressing a basic opinion about music (like/dislike). | Listening to and repeating short, simple rhythmic patterns. | \*Beginning to use musical vocabulary to describe music. |
| Year 3/4 | Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). | \*Identifying gradual dynamic and tempo changes within a piece of music. | \*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. | \*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work. | \*Using musical vocabulary to discuss the purpose of a piece of music. |
| Year 5/6 | \*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. | Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. | \*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary | Use musical vocabulary correctly when describing and evaluating the features of a piece of music. | Comparing, discussing and evaluating music using detailed musical vocabulary. |

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| Key Phase | Composing |
| EYFS | Experimenting with body percussion and vocal sounds to respond to music. | Experimenting with body percussion and vocal sounds to respond to music. | Selecting classroom objects to use as instruments. |  |  |
| Year 1/2 | Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. | Creating simple melodies using a few notes. | Successfully combining and layering several instrumental and vocal patterns within a given structure. | Beginning to suggest improvements to their own work. |  |
| Year 3/4 | Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | Beginning to improvise musically within a given style. | \*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. | Suggesting improvements to others’ work, using musical vocabulary. |  |
| Year 5/6 | Using staff notation to record rhythms and melodies. | Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. | Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. | Recording own composition using appropriate forms of notation and/or technology and incorporating. |  |

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| Key Phase | Performing |
| EYFS | Using their voices to join in with well-known songs from memory | Stopping and starting playing at the right time | Participating in performances to a small audience. |  |  |
| Year 1/2 | Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. | Copying back short rhythmic and melodic phrases on percussion instruments. | Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. |  |  |
| Year 3/4 | Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology | Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. | Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. |  |
| Year 5/6 | Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. | Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. | Performing with accuracy and fluency from graphic and simple staff notation. | Performing a solo or taking a leadership role within a performance. |  |