

Music End Points EYFS VOCAB KS1 VOCAB LKS2 VOCAB UKS2 VOCAB

EYFS	End points / questions	Key Vocabulary
Exploring Sounds	Use music to mimic environmental sounds (Can you make a sound like a train/bird/storm etc...?) Use body percussion to make sounds (How can we use our bodies to make different sounds?) Make noises on a range of instruments (What is a musical instrument? How can we use them? Do they all sound the same?)	Body percussion, percussion, sounds, loud, quiet, environment
Music and Movement	End points / questions Learn action songs (Can you show me some actions you have used when singing? What does singing in unison mean?) Use our bodies to find the beat within music (What is the beat? Can you clap to it?) Express tempo through dance (Are we dancing quicker or slower to this piece of music?) Understand higher and lower sounds (pitch)	Action songs, actions, Beat, pitch, higher or lower, tempo, unison
Musical Stories	End points / questions Listen to classical music (Peter and the Wolf) and talk about the characters (Can you name a classical piece of music?) Select instruments to tell a story (Why have you chosen that instrument? What type of sound does it make?) Use movement alongside singing to add to a performance (What actions could we use alongside this piece of music to help tell the story?)	Classical music, instrument names, actions, performance

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Year 1	End points / questions	Key Vocabulary
Musical Vocabulary	<p>Understand pulse and tempo (Can you tap to the pulse of the music? Is the music fast or slow?)</p> <p>Explain what dynamics and timbre are (Is that sound smooth or scratchy etc?)</p> <p>Explain what pitch and rhythm are (Is the sound high or low pitch? Can you clap the rhythm? Is that a long sound or a short sound?)</p> <p>Understand what texture and structure are (How thick/thin are the sounds here? Is there more than one instrument playing? Have you heard that part of the music before/is it repeated? What is the chorus in this song?)</p>	<p>tempo, pitch, pulse, rhythm, structure, texture, timbre, dynamics</p>
Classic Music – Dynamics and Tempo (Theme: Animals)	<p>End points / questions</p> <p>Use percussion and my body expressively in response to music (Can you play an instrument in different ways? Can you make this instrument sound like... eg-a lion, a mouse, an earthquake etc..?)</p> <p>Sing a song in sections (Can you remember a song you've learnt to sing? Why does the teacher count you in before you sing?)</p> <p>Perform a song (Should all the sections be the same loudness? What should our faces and bodies do when we perform?)</p> <p>Begin to use instruments to create different sounds using tempo and dynamics (What does the word tempo mean? (fast/slow) What does the word dynamics mean? (how loud/quiet you play)</p> <p>Create and choose sounds (Can you choose and play an instrument to represent a storm/a magic spell etc...?)</p>	<p>Fast, slow, quiet, pitch, pulse, rhythm, structure, tempo, texture, timbre, dynamics</p>
Timbre and rhythmic patterns (Theme: Fairy tales)	<p>End points / questions</p> <p>To use voices expressively to speak and chant (Does our voice always sound the same? How can we change it?)</p> <p>To select suitable instrumental sounds to represent a character (Which instrument might you use to represent a wolf compared to a scared little pig?)</p> <p>To compose and play a rhythm (Can you clap this rhythm back to me? Now you make one up.)</p> <p>To recognise how timbre is used to represent characters in a piece of music (Is that a smooth/scratchy/twinkly sound etc...?)</p> <p>To keep the pulse using untuned instruments (What is the pulse? (heartbeat)</p>	<p>Timbre, pulse, rhythm, syllables, compose</p>

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Year 2	End points / questions	Key Vocabulary
<p>On this island: British songs and sounds</p>	<p>Sing, play and follow instructions to perform as a group. (What makes a good performance?) Describe music using simple musical vocabulary. (Is this a fast or slow song? High or low? Happy or angry? Etc...) Explore multiple ways of making the same sound. (Can you make a similar sound using your voice/maracas etc...?) Describe how they have adapted a sound using musical vocabulary. (How can we change a sound?) Compose a piece that clearly represents a particular environment.</p>	<p>tempo, pitch, structure, texture, timbre, Composition, dynamics</p>
<p>West African call and response song (Theme: Animals)</p>	<p>End points / questions</p> <p>Use tempo, dynamics and timbre in their piece. Play in time with their group. (What does playing in time mean?) Use instruments appropriately. (Can you select an instrument to show...?) Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. (What does call and response mean?)</p>	<p>tempo, timbre, dynamics, call and response, rhythm structure</p>
<p>Musical me</p>	<p>End points / questions</p> <p>Sing the melody accurately while playing their instrument in time. Describe the dynamics and timbre of their pieces. (How would you describe the timbre of your piece? (ie – smooth, scratchy, flowing, starchy etc...) How loud/quiet is the piece?) Play a known melody from letter notation in the right order, if not with the right rhythms/time. (What do the letters represent?) Invent a melody, write it down (letter notation) and play it Select instruments with different timbres. (Why have you chosen that specific instrument? What type of sound does it make?)</p>	<p>beat, rhythm, pulse, dynamics, timbre, melody, notation</p>

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Year 3	End points / questions	Key Vocabulary
Ballads	<p>Identify the key features of a ballad. (What is a ballad? A piece of music which tells a story. What is a ballad similar to? A poem. What is a chorus? Repeated section of music with the same tune and lyrics)</p> <p>Sing in time and in tune with a song and incorporate actions. (What does singing in time mean? How does this help us when singing in unison?)</p> <p>Write a verse with rhyming words which tell part of a story. (What makes a good verse? What is a stanza? A verse. What is a chorus? A repeated section of music – same tune and same lyrics)</p> <p>Perform their lyrics fluently and with actions.</p>	<p>actions, pitch, unison, melody, compose structure, ballad, chorus, verse, stanza, repeated</p>
Jazz	<p>End points / questions</p> <p>Explain what ragtime music is. What is ragtime? (Early jazz piano music which uses syncopation and the off beat)</p> <p>Play on the 'off beat' and sing a syncopated rhythm. What is the off beat? (The beat in between the normal beat of the music)</p> <p>Play a call and then improvise a response.</p> <p>Improvise or compose a scat singing performance with sounds and words.</p> <p>Compose and play a jazz motif fluently (What is Jazz music? How can you recognise it?)</p> <p>Play a swung rhythm using a tuned percussion instrument. (What is tuned percussion?)</p>	<p>beat, call and response, Jazz, motif, Ragtime</p>
Traditional instruments and improvisation (Theme: India)	<p>End points / questions</p> <p>Explain an opinion of Indian music (Do you like this piece of music? Why?)</p> <p>improvise using given notes</p> <p>Create a piece of music using a drone, rag and tal (What are the specific features of Indian music? What is the rag and the tal? What is a drone?)</p> <p>Perform a piece of music using musical notation (What is a graphic score?)</p>	<p>beat, pitch, tempo dynamics, notation, rag, sitar, tabla, tanpura, tala, tempo, drone</p>

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Year 4	End points / questions	Key Vocabulary
BRASS Autumn	<p>Know the names of the different parts of a brass instrument. (Can you point to the...mouthpiece, valves, bell, water key, brace, slide etc...?)</p> <p>Identify some different musical notes (Can you point to a crotchet/quaver/crotchet rest?)</p> <p>Play short and long notes, starting each note with the tongue. (How do you make a sound using your brass instrument?)</p> <p>Follow performance directions from a conductor (What is a conductor? What is their role as part of the ensemble?)</p>	<p>Beat, tempo, pitch, notation, mouthpiece, valves, bell, crotchet, rest, quaver, minim, conductor, band</p>
BRASS Spring	<p>End points / questions</p> <p>Improvise using up to three notes (Can you play notes C/D/E? What does the word improvise mean? Using notes C/D/E can you make up a short tune?)</p> <p>Read up to three notes from conventional notation (Can you read this short piece of music? What are the notes? (C/D/E) Can you play them? How do you know the difference between these notes?)</p> <p>Know that players can play in parts to make up the whole band (Why are different instruments often needed to make a band? (range, dynamics, timbre) What type of sound does your instrument bring to a band?)</p> <p>Know how to practice well at home (How can you become a good musician? What does the word dedication mean? How do you practise your instrument? How often should you practise in order to improve? What barriers are there to making good progress with your instrument?)</p>	<p>Beat, tempo, pitch, notation, dynamics timbre, mouthpiece, valves, bell, crotchet, rest, quaver, minim, conductor, ensemble, range</p>
BRASS Summer	<p>End points / questions</p> <p>Know when a 'part' is different from their own in terms of pitch and rhythm (Is that part higher/lower than yours? Can you clap your part? Now clap theirs. What's the difference?)</p> <p>Know how to breathe together so phrasing and ensemble are more musical (Why is it important to breathe in the right places when playing?)</p> <p>Know what simple dynamic and tempo symbols mean (What symbol might you see in musical notation to tell you how loud/quiet to play? What does f/ff (loud/very loud) or p/pp (quiet/very quiet) mean in musical notation?)</p> <p>Know how to make improvements to own sound and the band as a whole using appropriate musical vocabulary to explain. (What could make this performance better? Are you happy with the dynamics of this piece?)</p>	<p>pitch, rhythm, dynamics, phrasing, breathing, dynamic symbols (f/ff/p/pp)</p>

Year 5	End points / questions	Key Vocabulary
<p>Composition notation (Theme: Ancient Egypt)</p> <p>(Acts as a review topic from Y5 Wider Opps)</p>	<p>Sing with accuracy, fluency, control, and expression (How can you improve your singing? What makes a good singer?)</p> <p>Explore and use different forms of notation (What is notation? Is there only one form of notation?)</p> <p>Understand note length (How do you know how long each note lasts for? How many beats does this note represent?)</p> <p>Read simple pitch notation (How does the position on the staff affect the pitch?)</p> <p>Use hieroglyphs and staff notation to write a piece of music (Can you write a piece of music? How?)</p>	<p>unison, tempo, notation, composition/compose, pitch, notation, melody, structure, repetition/repeated, ensemble, staff, minor key</p>
<p>Looping and Remixing</p>	<p>End points / questions</p> <p>Play a simple looped rhythm from notation (What is a looped rhythm?)</p> <p>To create a piece of music using prewritten loops (What is meant by 'a fragment'? What is a backbeat?)</p> <p>To combine loops to create a remix (What is a remix? How do remixes differ from the original?)</p> <p>Create and record music using available music software/apps (How can technology help us when making music?)</p>	<p>body percussion, melody, structure, notation, crotchet, quaver, minim, semibreve, backbeat, fragment layers, loop, looped rhythm, remix rhythm, riff</p>
<p>Baroque (Y6 Unit)</p>	<p>End points / questions</p> <p>Understand the importance of Monteverdi in the history of opera. (Why was Monteverdi important?)</p> <p>Read and play a canon from staff notation. (What is a canon in music? What is staff/stave notation?)</p> <p>Demonstrate an understanding of Baroque music features when composing. (What are the features of Baroque music?)</p> <p>Combine knowledge of staff notation and aural awareness to play a fugue. (What is a fugue? What is staff notation?)</p>	<p>staff/stave notation, compose/composition, call and response, rhythm structure, crotchet, quaver, minim, semibreve, repeated, Baroque period, bass clef, canon, fugue, ground bass, opera</p> <p>Key Figures: Monteverdi</p>

Year 6	End points / questions	Key Vocabulary
Dynamics, pitch and texture (Fingal's Cave)	<p>Appraise the work of a classical composer (Felix Mendelssohn) (How would you describe the work of Felix Mendelssohn? What do you like/dislike about it?)</p> <p>Improvise as a group, using dynamics, texture and pitch (How do dynamics, texture and pitch impact a piece of music? What does it mean to improvise?)</p> <p>use knowledge of dynamics, texture and pitch to create a group composition (What is a composition? What did you like about your composition? What would improve it?)</p> <p>Create a group composition featuring changes in texture, dynamics and pitch</p>	<p>pitch, ensemble, texture, notation, dynamics, conductor, composition, improvisation, graphic score</p> <p>Key Figures: Felix Mendelssohn</p>
Songs of WW2	<p>End points / questions</p> <p>Use musical vocabulary to identify features of different eras of music (What role does tempo/timbre play in this piece of music?)</p> <p>Improve accuracy in pitch and control, singing with expression and dynamics (What makes a good singer?)</p> <p>Identify pitches within an octave when singing (Is that sound higher or lower?)</p> <p>Notate a melody using pitches up to an octave (What happens to the notes on the staff when the notes get higher/lower? Can you sing what you think this might sound like by looking at the ups/down of the notes?)</p> <p>Sing in two parts and understand harmony (What does singing in harmony mean? What is challenging about singing in 2 parts?)</p>	<p>Tempo, higher and lower, pitch, chorus, dynamics, diaphragm, melodic phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, octave</p>
Composing a Leavers' Song	<p>End points / questions</p> <p>Identify and evaluate the musical features of a song.</p> <p>Contribute ideas to their group chorus/verse (How are songs structured? Which part of a song is repeated continuously?)</p> <p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. (What is a melody?)</p> <p>Record melodies using letter notation. (Can you accurately write notes on a staff? Can you identify the correct note values?)</p> <p>Perform the leavers' song with confidence. (How can we present ourselves to add to the overall performance?)</p>	<p>Tempo, notation, crotchet, quavers, minim, compose, verse, chorus, present, perform, tuned percussion, backing track, beat, mood</p>