





Concepts and Substantive Knowledge Endpoints for Music Curriculum

Concepts

Listening	Composing	Performing	Evaluating
			

End points (by the time pupils leave St. Mary's):

1. Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary
2. Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs
3. Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs
4. Compose for a purpose and notate it using the staff or alternative notation

Crucial Knowledge in each year group

FS2

ELG – Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Year 1

- Listen to a piece of music and give a simple comment on the pitch, tempo, dynamics and feeling
- Perform (sing) some simple songs, chants and rhymes with some control over pitch and tempo
- Perform (play) some simple 8 beat rhythm patterns following simple notation on untuned percussion
- Create a musical sound which represents something
- Draw a symbol to represent a musical sound

Year 2

- Listen to a piece of music and comment on the articulation, timbre and use some Italian vocabulary to comment on the dynamics
- Perform (sing) songs, chants and rhymes with thought to dynamics and mood
- Perform (play) some songs following simple notation on tuned percussion
- Create musical sequences using pitch and rhythm
- Draw crotchets, quavers and crotchet rests to show a rhythm pattern

Year 3

- Listen to a piece of music and use Italian vocabulary comment on the tempo and dynamics and any changes in either of these
- Perform (sing) with accuracy of pitch and tempo in an ensemble
- Perform (play) short and simple rhythms with fluency on untuned percussion following notation
- Create a musical sequence to invoke a specific mood
- Notate a simple composition using crotchets, quavers, crotchet rests and some expressive symbols

Year 4

- Listen to a piece of music and make a comment on the time signature, texture and articulation (using Italian vocabulary)
- Perform (sing) and maintain vocal control whilst singing in parts
- Perform (play) notation on the stave which uses crotchets, quavers, crotchet rests and minims
- Compose a musical sequence giving thought to how it should be played
- Notate a composition on the stave

Year 5

- Listen to a piece of music and predict if it is major or minor and give a detailed comment on the dynamics using Italian vocabulary
- Perform (sing) in parts with fluency and accuracy
- Perform (play) untuned percussion following the stave fluently with accurate rhythms
- Compose contrasting musical phrases to make the listener think of different themes
- Notate a composition using methods alternative to the stave

Year 6

- Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary
- Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs
- Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs
- Compose for a purpose and notate it using the stave or alternative notation