

Progression of Knowledge and End Points

Music

	End of term 1	End of term 2	End of term 3
EYFS	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. <p>Play instruments with increasing control to express their feelings and ideas.</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<ul style="list-style-type: none"> *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.

The end point core knowledge information for each of the driver subjects can be discussed, shown and articulated by the subject lead using the Cornerstones software. This is the vehicle we currently use. However, we are continuously working to make our curriculum implementation more bespoke and localised. The action plan for Curriculum Development supports the journey we are on.

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Y1	<ul style="list-style-type: none"> *To know that music has a steady pulse, like a heartbeat. *Improvisation is about making up your own tunes on the spot. *When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. *Everyone can improvise! *Composing is like writing a story with music. *Everyone can compose. * A performance is sharing music with other people, called an audience 	<ul style="list-style-type: none"> *To know that we can create rhythms from words, our names, favourite food, colours and animals. * Learn the names of the notes in their instrumental part from memory or when written down. *Learn the names of the instruments they are playing 	<ul style="list-style-type: none"> *To know 5 songs off by heart. *To know what the songs are about. *To know and recognise the sound and names of some of the instruments they use. *To confidently sing or rap five songs from memory and sing them in unison.
Y2	<ul style="list-style-type: none"> *To know that music has a steady pulse, like a heartbeat. *Improvisation is about making up your own tunes on the spot. *When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. *Everyone can improvise! *Composing is like writing a story with music. *Everyone can compose. * A performance is sharing music with other people, called an audience 		<ul style="list-style-type: none"> *To know five songs off by heart. *To know some songs have a chorus or a response/answer part. *To know that songs have a musical style.
Y3	<ul style="list-style-type: none"> *To play and perform in games inspired by Let your spirit fly (R and B). In solo and ensemble contexts using glockenspiels, body percussion and voice. *To improvise patterns and rhythms and compose accompanying parts. *To listen with attention to detail and recall sounds with increasing aural memory. *To begin to develop an understanding of the history of music. 		

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Y4	<ul style="list-style-type: none"> *To play and perform in games inspired by Mamma Mia (Pop). In solo and ensemble contexts using glockenspiels, body percussion and voice. *To improvise patterns and rhythms and compose accompanying parts. *To listen with attention to detail and recall sounds with increasing aural memory. *To begin to develop an understanding of the history of music. *To use technology appropriately (garage band). 		
Y5	<ul style="list-style-type: none"> *To listen with attention to detail and recall sounds with increasing aural memory. *To have the opportunity to learn a musical instrument. (Wider opps clarinet) * to begin to use and understand staff and other musical notations. 		
Y6	<ul style="list-style-type: none"> *To play and perform in games inspired by Happy (Pop/ Neo soul and Bacharach and blues). In solo and ensemble contexts using glockenspiels, body percussion and voice. *To improvise patterns and rhythms and compose accompanying parts. *To listen with attention to detail and recall sounds with increasing aural memory. *To begin to develop an understanding of the history of music. * To specialise our skills in Jazz improvisation and composition. 		

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