

## End points in Music - 2023/24

Year group	Singing	Listening	Perform	Explore	Create	Musical notation	Repertoire Composers	Musical vocabulary	Links to Charanga units
Nursery	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.	Listen with increased attention to sounds.	Play instruments with increasing control to express their feelings and ideas	Create their own songs, or improvise a song around one they know	N/A	N/A	Introduction to composers through stories.  Saint Saens - Carnival of the animals  Swan Lake - Tchaikovsky  Peter and the Wolf - Prokofiev  The Nutcracker - Tchaikovsky	high low up down	N/A
	Singing	Listening	Perform	Explore	Create	Musical notation	Repertoire, Composers, Styles	Musical vocabulary	Links to Charanga units
Reception	<b>Knowledge</b> sing or rap nursery rhymes and simple songs from memory. Know songs have sections.  <b>Skills</b> Sing along to a music track, or backing track	<b>Knowledge</b> know twenty nursery rhymes off by heart. know the stories of some of the nursery rhymes. <b>Skills</b> learn how music can tell a story	<b>Knowledge</b> Know that a performance is sharing music.  <b>Skills</b> Perform a nursery rhyme or song and add actions  Perform a nursery rhyme or song and	<b>Knowledge</b> To know songs and their words can tell stories  <b>Skills</b> Explore high and low using voices	<b>Knowledge</b> know that we can move with the pulse of the music  <b>Skills</b> Copy a nursery rhyme  Invent a pattern	N/A	William Tell overture by Rossini  Dance of the sugar plum fairy - Tchaikovsky  Flight of the Bumblebee Korsakov  Jupiter - Holst  Fantasia on a theme by Ralph Vaughn Williams	pulse pitch tempo instruments audience	<a href="https://www.hullmusicinteractive.org.uk/scHEME">https://www.hullmusicinteractive.org.uk/scHEME</a>

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			add an instrument				Flying theme by John Williams		
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Year 1	<p><b>Knowledge</b> confidently sing or rap five songs from memory and sing them in unison</p> <p><b>Skills</b> learn about different types of voices listen and stop when following a leader</p>	<p><b>Knowledge</b> know 5 songs off by heart. know what the songs are about. know and recognise the sound and names of some of the instruments they use.</p> <p><b>skills</b> Enjoy music by dancing, marching, being pop stars</p>	<p><b>knowledge</b> 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.</p> <p><b>Skills</b> perform a song and say how they feel about it</p>	<p><b>Knowledge</b> make a new tune that has not been heard before.</p> <p><b>Skills</b> improvise using 3 challenges Sing, play and clap</p>	<p><b>knowledge</b> composing is like writing a story</p> <p><b>Skills</b> create 3 simple melodies using 3-5 notes</p>	c,d,f,g	<p>Benjamin Britten</p> <p>Old school hip hop Reggae Blues Baroque Latin Irish folk Bhangra Bossa Nova Film music musicals</p> <p>The firebird - Stravinsky</p> <p>The Bird - Sergei Prokofiev</p> <p>Grand march from Aida - Verdi</p> <p>Bolero - Maurice Ravel</p> <p>The Lamb - John Tavener</p>	<p>Pulse Pitch tempo Rhythm melody</p>	<p><a href="https://www.hullmusicintertive.org.uk/scHEME">https://www.hullmusicintertive.org.uk/scHEME</a></p>

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Year 2	<p><b>Knowledge</b> know 5 songs from memory know that unison means altogether know songs can be sung or rapped know voices need warming up</p> <p><b>Skills</b> Learn about pitch comfortable singing position how to follow a leader</p>	<p><b>Knowledge</b> know 5 songs off by heart know songs have a chorus know songs have a musical style</p> <p><b>Skills</b> To learn how songs can tell a story To learn how to enjoy music by dancing etc</p>	<p><b>Knowledge</b> know a performance is to share your music with an audience</p> <p><b>Skills</b> Choose a known song and perform add own ideas to a performance say how they feel about performing</p>	<p><b>Knowledge</b> know that improvisation is to make a tune up on the spot</p> <p><b>Skills</b> improvise using 2 learnt notes improvise by clapping a rhythm to a know tune use instruments to improvise</p>	<p><b>Knowledge</b> Know that composition is like writing a story everyone can compose</p> <p><b>Skills</b> create 3 simple melodies using up to 5 notes learnt know how notes can be written down on a stave</p>	a,b,c,d,e,g,	<p>South African Big Band Motown Rock Reggae Pop Soul Film/musicals</p> <p>Peer Gynt suite by Greig</p> <p>Brandenburg concerto - Johann Sebastian Bach</p> <p>The diary of a fly - Bartok</p> <p>Fantasia on Greensleeves - Ralph Vaughn Williams</p> <p>Dance of the sugar plum fairy - Tchaikovsky</p> <p>The Robots - Kraftwerk</p>	<p>Pulse Pitch tempo Rhythm melody dynamics</p>	<p><a href="https://www.hullmusicinteractive.org.uk/scHEME">https://www.hullmusicinteractive.org.uk/scHEME</a></p>

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Year 3	<p><b>Knowledge</b> know that singing in a group is called a choir choir has a leader or conductor Songs can make you feel different - have emotions when you sing in a group you need to listen to each other know why you need to warm up your voice</p> <p><b>Skills</b> sing in unison and 2 simple parts demonstrate a good listening posture follow a leader/conductor when singing explore singing solo awareness of singing in tune awareness of pulse</p>	<p><b>knowledge</b> know at least 5 songs from memory know 5 different styles of songs be able to talk about 1 song in depth - what the lyrics mean etc</p> <p><b>Skills</b> identify and move to the pulse think about meaning of lyrics discuss how a song makes them feel listen carefully and respectful to other people's thoughts about music</p>	<p><b>knowledge</b> performance is sharing music with an audience and others need to know and plan what you are performing sing or rap words clearly performance involves communicating your feelings</p> <p><b>Skills</b> be able to choose what to perform communicate your performance clearly and articulately Talk about how it was created listen and reflect your performance be able to evaluate it</p>	<p><b>knowledge</b> know that when you improvise you can use any notes and you cannot make a mistake</p> <p><b>Skills</b> use improvisation tracks to sing, play, copy back and improvise. working through the bronze, silver and gold challenges</p>	<p><b>Knowledge</b> composition is music created by you composition can be recorded by using symbols, notes, pictures</p> <p><b>Skills</b> create a simple melody using up to 5 different notes discuss how it has been created listen and reflect use symbols, notes or pictures to record composition on paper</p>	c,d,e,f,g a, b b flat	<p>R and B Musicals motown soul Reggae Disco</p> <p>L'homme Arme - Robert Morton</p> <p>Clash and bang - Talvin Singh</p> <p>Les Tricoteuses - François Couperin</p> <p>The Clock II Andante - Franz, Joseph Hayden</p> <p>Piano Concerto Allegro - Franz Liszt</p> <p>A L'après midi du faune - Debussy</p>	<p>Pulse Pitch tempo Rhythm melody dynamics structure metre</p>	<p><a href="https://www.hullmusicinteractive.org.uk/scHEME">https://www.hullmusicinteractive.org.uk/scHEME</a></p>

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Year 4 Wider Ops - Violins	<p><b>Knowledge</b> know that singing in a group is called a choir choir has a leader or conductor Songs can make you feel different - have emotions when you sing in a group you need to listen to each other know why you need to warm up your voice</p> <p>texture in sound - a sole singer makes a thinner texture than a choir</p> <p><b>Skills</b> sing in unison and 2 simple parts demonstrate a good listening posture follow a leader/conductor when singing explore singing solo</p>	<p><b>knowledge</b> musical characteristics - song indicators to style lyrics are the words that tell you what the song is about identify any musical dimensions (pitch, tempo, rhythm, texture ) Identify - main verse of a song and chorus</p> <p>name some instruments playing in the piece of music</p> <p><b>Skills</b> confidently identify and move to the pulse talk about dynamics reflect on how the music makes you feel</p> <p>use musical vocabulary</p>	<p><b>knowledge</b> performance is sharing music with an audience and others need to know and plan what you are performing sing or rap words clearly performance involves communicating your feelings</p> <p><b>Skills</b> choose what to perform present a performance that will capture the audience communicate the interventions talk and discuss best place, stand for performing reflect and evaluate</p>	<p><b>knowledge</b> know that when you improvise you can use any notes and you cannot make a mistake use some familiar riffs</p> <p><b>Skills</b> use improvisation tracks to sing, play, copy back and improvise. working through the bronze, silver and gold challenges</p>	<p><b>Knowledge</b> composition is music created by you composition can be recorded by using symbols, notes, pictures</p> <p><b>Skills</b> create a simple melody using up to 5 different notes discuss how it has been created listen and reflect use symbols, notes or pictures to record composition on paper</p>	c,d,e,f,g,a,b,	<p><b>Taught through wider ops</b></p> <p>Vivaldi John Williams Hans Zimmer</p>	<p>Pulse Pitch tempo Rhythm melody dynamics structure metre texture notation</p>	<p><a href="https://www.hullmusicinteractive.org.uk/scHEME">https://www.hullmusicinteractive.org.uk/scHEME</a></p>

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	awareness of singing in tune awareness of pulse to be able to join a song when lost	when talking about a piece of music							
	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire Composers Styles	Musical vocabulary	Links to Charanga units
Year 5	<p><b>Knowledge</b> Confidently sing 5 songs and their parts from memory. Be able to talk about a song, its main features, to know what the song is about and explain the importance of warming up your voice</p> <p><b>Skills</b> sing in unison and as a backing vocals show a good singing posture follow the leader when singing be aware of your singing part in a group Have an awareness of singing in tune</p>	<p><b>Knowledge</b> know 5 songs from memory, who wrote them and when they were written - possibly why they were written.  know 5 different styles of music and be able to recall examples from previous year groups. choose 2 or 3 songs and be able to talk about their lyrics, dimensions sections, instruments heard etc</p> <p><b>Skills</b> identify and move to the pulse</p>	<p><b>knowledge</b> performance is sharing music with an audience and others need to know and plan what you are performing sing or rap words clearly performance involves communicating your feelings</p> <p><b>Skills</b> choose what to perform present a performance that will capture the audience communicate the interventions talk and discuss best</p>	<p><b>knowledge</b> know that when you improvise you can use any notes and you cannot make a mistake use some familiar riffs to know the names of 3 well known improvisation musicians</p> <p><b>Skills</b> Improvise using instruments in the context of a song performed. use improvisation tracks, working through the bronze, silver and gold challenges</p>	<p><b>Knowledge</b> composition is music created by you A composition has pulse, rhythm and pitch that work together  recognise notation - symbol to note</p> <p><b>Skills</b> create a simple melody using up to 5 different notes discuss how it has been created listen and reflect</p>	c,d,e,f,g,a, b,	<p>Rock Jazz Pop Ballads Hip Hop Motown</p> <p>Dido and Aeneas overture - Henry Purcell</p> <p>Symphony no 5 in c minor - Beethoven</p> <p>Central park in the dark - Charles Edward Ives</p>	<p>Pulse Pitch tempo Rhythm melody dynamics structure metre texture notation timbre</p>	<p><a href="https://www.hullmusicinteractive.org.uk/scheme">https://www.hullmusicinteractive.org.uk/scheme</a></p>

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		think about the message in songs compare 2 songs of the same style use musical words to describe what they are hearing Talk about the musical dimensions and how it makes them feel.	place, stand for performing reflect and evaluate		on notes used and how they connect to each. recognise sound and symbol.				
	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire Composers Styles	Musical vocabulary	Links to Charanga units
Year 6	<p><b>Knowledge</b> Confidently sing 5 songs and their parts from memory. Be able to talk about a song, its main features, to know what the song is about and explain the importance of warming up your voice</p> <p><b>Skills</b> sing in unison and as a backing vocals</p>	<p><b>Knowledge</b> know 5 songs from memory, who wrote them and when they were written - possibly why they were written.  know 5 different styles of music and be able to recall examples from previous year groups. choose 2 or 3 songs and be able to talk about their lyrics,</p>	<p><b>knowledge</b> performance is sharing music with an audience and others need to know and plan what you are performing sing or rap words clearly performance involves communicating your feelings</p> <p><b>Skills</b> choose what to perform</p>	<p><b>knowledge</b> know that when you improvise you can use any notes and you cannot make a mistake use some familiar riffs to know the names of 3 well known improvisation musicians</p> <p><b>Skills</b> Improvise using instruments in the context of</p>	<p><b>Knowledge</b> composition is music created by you A composition has pulse, rhythm and pitch that work together  recognise notation - symbol to note</p> <p><b>Skills</b> create a simple melody using</p>	c,d,e,f,g,a, b,c	<p>Benjamin Britten Carole King Jon Boden</p> <p>Pop/motown Jazz Latin Blues Gospel Bhangra</p> <p>Armide overture - John Baptiste Lully</p> <p>Erlkonig D - Franz Schubert</p> <p>Sonata for horn - Paul Hindemith</p>	<p>Pulse Pitch tempo Rhythm melody dynamics structure metre texture notation timbre harmony</p>	<p><a href="https://www.hullmusicinteractive.org.uk/scheme">https://www.hullmusicinteractive.org.uk/scheme</a></p>

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	<p>show a good singing posture follow the leader when singing be aware of your singing part in a group Have an awareness of singing in tune</p>	<p>dimensions sections, instruments heard etc</p> <p><b>Skills</b> identify and move to the pulse, with ease think about the message in songs compare 2 songs of the same style use musical words to describe what they are hearing Talk about the musical dimensions and how it makes them feel.</p>	<p>present a performance that will capture the audience communicate the interventions talk and discuss best place, stand for performing reflect and evaluate be able to say what went well and what you would be even better...</p>	<p>a song performed. use improvisation tracks, working through the bronze, silver and gold challenges</p>	<p>up to 5 different notes discuss how it has been created listen and reflect on notes used and how they connect to each. recognise sound and symbol.</p>		<p>Homelands - Nitin sawhney</p>		
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