

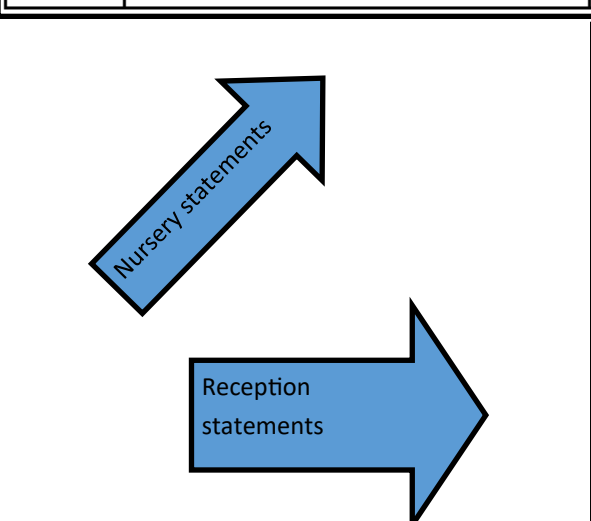
Music End Point

EARLY YEARS FOUNDATION STAGE



Early Years Foundation Stage Statements

The most relevant statements for music are taken from the Music Development Matters document.

 30-50 months	• Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. • Many influences may encourage children to associate music with "types" of people and places, eg stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as "music for boys", "music for girls".	 30-50 months cont'd	• Matches music to pictures/visual resources. • Describes the sound of instruments eg scratchy sound, soft sound. • Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.
 Nursery statements Reception statements		 40-60+ months	• Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs." • Distinguishes and describes changes in music and compares pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." • Associates genres of music with characters and stories. • Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.



By the end of Foundation Stage a young musician at Mytham will ...

- Be excited by the potential to create music.
- Have had lots of opportunities to make or perform music (including singing) in a variety of ways.
- Safely use and explore a variety of instruments or objects that make sounds.
- freely express their imaginative ideas and creativity.
- Share their compositions.
- Show interest in and describe what they think about the work of others.

Music End Point

E N D O F K E Y S T A G E 1



National Curriculum Objectives for KS1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of KS1 Mytham musicians should be able to..

Move and perform to a steady pulse.

Copy a rhythm using body or instrument.

Sing 2 or 3 note melodies with mostly accurate pitch matching.

Play a range of tuned and untuned instruments.

Create music in response to an idea or theme, exploring the inter-related dimensions.

Clap a simple rhythm for others to copy.

Use pictures and symbols to support my singing and playing.

Listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.

Say how a piece of music makes me feel and give a reason why.

Music End Point

END OF LOWER KEY STAGE 2



National Curriculum Objectives for KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

By the end of Lower KS2 , a musician at Mytham should be able to...

Understand the difference between pulse and rhythm.

Choose and maintain an appropriate pulse.

Maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse. Play a simple part on a tuned instrument.

Sing with expression, good diction and a growing sense of pitch.

Experience singing in canons, rounds and other partner songs.

Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.

Improvise and compose within given parameters e.g. create a simple melody using a given range of notes or create a rhythm that lasts for 4 beats.

Read and clap/tap a 4-beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (walk, jogging and ssh).

Record my compositions in a variety of ways (e.g. graphic notation, shapes and symbols and musical notation.)

Listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects.

Listen to different instrumental families.

Begin to use the vocabulary of the inter-related dimensions when I am talking about music.

Music End Point

END OF UPPER KEY STAGE 2



National Curriculum Objectives for KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

By the end of Upper KS2 , a musician at Mytham should be able to...

Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, showing an awareness of how the parts fit together.

Sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2/3 parts.)

Play and perform in solo/ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

Reflect on and refine my work.

Compose music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.

Improvise and compose within given parameters e.g. create a simple melody using a given range of notes or create a rhythm that lasts for 4 beats, and consider how to structure my compositions.

Read and clap/tap a 2, 3 or 4-beat rhythm pattern consisting of crotchets, paired quavers, minims and crotchets rests (walk, jogging, stride and ssh).

Experience reading music on staff notation.

Record my compositions in a variety of ways with increasing detail (e.g. graphic notation, shapes and symbols and musical notation.)

Listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects using appropriate musical vocabulary.

Recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.