

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

END POINTS FOR MUSIC


KEY

	Year A
	Year B

End Points are the essential knowledge or skills we want pupils to have by the end of each phase.

End Points may be covered in more than one unit of work.

TERM AND UNIT MUSIC EXPRESS		Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn		Exploring Duration <i>'The long and short of it'</i> Exploring Pulse and Rhythm <i>'Feel the Pulse'</i>	Exploring Rhythmic Patterns <i>'Play it Again'</i> Exploring Arrangements <i>'The Class Orchestra'</i>	Brass
Spring		Exploring Pitch <i>'Taking Off'</i> Exploring Instruments and Symbols <i>'What's the score?'</i>	Exploring Melodies and Scales <i>'Dragon Scales'</i> Exploring Sound Colours <i>'Painting with Sound'</i>	Brass
Summer		Exploring Timbre, Tempo and Dynamics <i>'Rain, rain, go away'</i> Exploring Sounds <i>'Sounds Interesting'</i>	Exploring Signals <i>'Salt, pepper, vinegar, mustard'</i> Exploring Descriptive Sounds <i>'Animal Magic'</i>	Brass

AREA AND PHASE	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6																																				
Singing songs with control and using the voice 	Sing a range of well-known nursery rhymes and songs. (ELG)	EP 1 I can use my voice to speak, sing and chant 1 <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	EP 1 I can sing a tune with expression 3 <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	EP 1 I can breathe in the correct place when singing 5 <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2
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EP 2 I can make different sounds with my voice (and with instruments) 1 <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	EP 2 I can sing songs from memory with accurate pitch 4 <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	EP 2 I can sing in harmony confidently and accurately 6 <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2		
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Vocab		warming up, tune, high and low	melody, pitch, choir, solo, duet	harmony, ensemble, performance																																				
Listening	I can listen to a variety of music.	EP 4 I can listen out for particular things when listening to music 2	EP 3 I can use musical words to describe a piece of music and compositions 3	EP 3 I can contrast the work of a famous composer and explain my preferences 5																																				



A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

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A1	A2	S1	S2	Su 1	Su 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 4 I can identify the character in a piece of music 4

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 5 I can identify and describe the different purposes of music 4

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

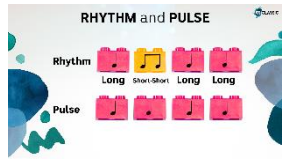
Vocab

listening, like, dislike

high and low phrases, character, silence, dynamics (loud/quiet)

composer, Beethoven, Mozart, Elgar, Williams

Controlling pulse and rhythm



I can try to move in time to the music. (ELG)

EP 5 I can repeat short rhythmic and melodic patterns 1

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 6 I can clap short rhythmic patterns 1

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 7 I can play simple rhythmic patterns on an instrument 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 6 I can perform a simple part rhythmically 4

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 4 I can improvise within a group using melodic and rhythmic phrases 5



A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

Vocab

percussion, rhythm, fast, slow, steady beat

rhythmically, tempo (fast/slow), pitched, non-pitched, perform

improvise, melodic, dynamics

<p>Exploring sounds, patterns, tempo, melody and accompaniments</p>  <p>PERCUSSION MUSICAL INSTRUMENTS</p>	<p>I can explore and play with a range of percussion instruments.</p>	<p>EP 8 I can sing or clap increasing and decreasing tempo 2</p> <table border="1" data-bbox="716 343 1137 497"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 7 I can create accompaniments for tunes 3</p> <table border="1" data-bbox="1164 306 1585 461"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table> <p>EP 8 I can improvise using repeated patterns 4</p> <table border="1" data-bbox="1164 646 1585 801"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 5 I can choose the most appropriate tempo for a piece of music 5</p> <table border="1" data-bbox="1612 343 2033 497"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2
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<p>Vocab</p>		<p>tempo, fast, slow</p>	<p>compose, accompany, repeated pattern</p>	<p>compare, contrast</p>																																																
<p>Composition</p> 	<p>I can use my voice to create a variety of sounds.</p>	<p>EP 9 I can choose sounds to represent different things 1</p> <table border="1" data-bbox="716 1136 1137 1291"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 9 I can combine different sounds to create a specific mood or feeling 3</p> <table border="1" data-bbox="1164 1195 1585 1350"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 6 I can change sounds or organise them differently to change the effect 5</p> <table border="1" data-bbox="1612 1195 2033 1350"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2												
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EP 10 I can make a sequence of sounds 1

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 11 I can create music in response to different starting points 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 12 I can order sounds to create a beginning, middle and an end 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 10 I can compose melodies and songs 3

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 11 I can use different elements in my composition 3


A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 7 I can compose music which meets specific criteria 5

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 8 I can use a variety of different musical devices in my composition (including melody, rhythms and chords) 6

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

Vocab		create, order, beginning, middle, end	compose, melodies, timbre (mood and feelings)	composition, musical vocabulary (pitch, tempo, dynamics, timbre) evaluate																																																
Controlling instruments 	I can try to clap and march to a steady beat.	<p>EP 13 I can make different sounds (with my voice) and with instruments 1</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table> <p>EP 14 I can choose sounds which create an effect 2</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 12 I can create repeated patterns with different instruments 3</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table> <p>EP 13 I can play clear notes on instruments 3</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 9 Take responsibility for a brass instrument and bring it to and from school each week.</p> <p>EP 10 Begin weekly Brass tuition as a whole year group with specialist tutors.</p>
A1	A2	S1	S2	Su 1	Su 2																																															
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Vocab		sounds, create	pitched/non pitched instruments, music stave, notation	cornet, trumpet, tenor horn, baritone, euphonium, trombone, tuba																																																
Reading and writing notation		EP 15 I can use symbols to represent sounds 2	EP 14 I can use notation to record and interpret sequences of pitches 4	EP 11 I can use notation to record groups of pitches (chords) 5																																																



A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 16 I can make connections between notations and musical sounds 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 15 I can use notation to record compositions in small group or on my own 4

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 12 Learn to read music notes on the treble clef staff and start to play short, simple pieces of music.

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

Vocab

symbols, sounds, notations

musical staff, music notes, treble clef

musical notation, sharps, flats, rests, repeat

Performing



I can perform songs, rhymes, and poems with others. (ELG)

I can take part in a performance

EP 17 I can use instruments to perform 1

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 16 I can learn songs for a performance and sing them from memory 3

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 13 I can maintain my part whilst others are performing their part 5

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 14 I can perform parts from memory 6

	in front of an audience.	<p>EP 18 I can follow instructions about when to play and sing 1</p> <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table> <p>EP 19 I can perform simple patterns and accompaniments keeping a steady pulse 2</p> <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 17 I can take part in a performance by singing and speaking in front of an audience 4</p> <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table> <p>EP 15 I can take the lead in a performance 6</p> <table border="1"> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> <tr><td>A1</td><td>A2</td><td>S1</td><td>S2</td><td>Su 1</td><td>Su 2</td></tr> </table> <p>EP 16 Learn the pieces and songs that will be played with The Halle at The Bridgewater Hall.</p> <p>EP 17 Perform Halle pieces for families at the end of the Summer Term.</p>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2
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Vocab		singing, perform, nativity accompanying	rehearsals, performing, narration	musical, orchestra, script, rehearsals, performance																																																												
Evaluation and appraisal	I can say how a piece of music	EP 20 I can respond to different moods in music 1	EP 18 I can use musical words to describe a piece of music and compositions 3	EP 18 I can explain why I think music is successful or unsuccessful 5																																																												



makes me feel.

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 21 I can say whether I like or dislike a piece of music 1

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 22 I can improve my own work 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 19 I can improve my work; explaining how it has been improved 3

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 20 I can explain why silence is often needed 4

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 19 I can describe, contrast and evaluate music using musical vocabulary 5

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 20 I can suggest improvement to my own work and that of others 5

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

			<p>EP 21 I can explain why silence is often needed in music and explain what effect it has 4</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 21 I can analyse features within different pieces of music 6</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table> <p>EP 22 I can evaluate how the venue, occasion and purpose affects the way a piece of music is created 6</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2																																			
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A1	A2	S1	S2	Su 1	Su 2																																			
Vocab		listen, like, dislike, feelings	dynamics (loud/quiet), tempo (fast/slow), silence	contrast, music vocab (dynamics/tempo/pitch/timbre), evaluate, venue, occasion, purpose																																				
Looking at famous composers	I can listen to music from different eras.	I can listen to music from different eras.	<p>EP 22 I can recognise the work of at least one famous composer 3</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2	<p>EP 23 I can contrast the work of a famous composer and explain my preferences 5</p> <table border="1"> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> <tr> <td>A1</td> <td>A2</td> <td>S1</td> <td>S2</td> <td>Su 1</td> <td>Su 2</td> </tr> </table>	A1	A2	S1	S2	Su 1	Su 2	A1	A2	S1	S2	Su 1	Su 2												
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A1	A2	S1	S2	Su 1	Su 2																																			



EP 23 I can begin to identify the style of work of Beethoven, Mozart, Elgar, Williams 4

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

EP 24 I can compare and contrast the impact that different composers from different times have had on people of that time 6

A1	A2	S1	S2	Su 1	Su 2
A1	A2	S1	S2	Su 1	Su 2

Vocab

listen, composer

Beethoven, Mozart, Elgar, Williams

compare, contrast, famous composers, preferences