



West Bridgford Infant School

Music Termly Endpoints

Singing is at the heart of KS1, with songs and chants underpinning all areas of study. Repetition of these techniques is vital to consolidate and gain confidence – as such, learning will be cyclical.

- Model Music Curriculum

Reception	Autumn Term	Spring Term	Summer Term
Singing	<ul style="list-style-type: none"> • Learn and sing an increasing range of nursery rhymes. • Match the pitch of a song or rhyme sung by someone else. 	<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing in a group or on their own, increasingly matching the pitch. 	<ul style="list-style-type: none"> • Perform songs, rhymes and poems with others. • Sing a range of well-known nursery rhymes and songs.
Listening	<ul style="list-style-type: none"> • Listen with increased attention to different sounds and songs. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Listen to and talk about music, expressing their feelings and responses. • Try to move in time with music.
Musicianship	N/A	<ul style="list-style-type: none"> • Introduce names of a range of musical instruments – piano, flute, drum. 	<ul style="list-style-type: none"> • Begin to understand you can create your own beat (link to nursery rhymes e.g. clap to the Grand Old Duke of York). • Explore making beats quicker, slower, louder and quieter with an instrument.
Composition	N/A	<ul style="list-style-type: none"> • Explore using a variety of instruments and hearing the difference. (drums/triangle/tambourine). 	<ul style="list-style-type: none"> • Copy a simple beat played by an adult on an instrument. • Create own beat with an instrument.

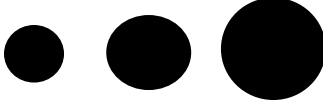
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Year 1	Autumn Term	Spring Term	Summer Term
Singing	<ul style="list-style-type: none"> To have a range of known chants and rhymes. To be able to sing along with the chants collectively and at the same pitch. To understand and follow simple conducting signs (e.g. stop, louder, quieter). To be able to join in with singing after a count in. 	<ul style="list-style-type: none"> To use a wider vocal range (mi-so) when singing. To continue to expand range of songs sung (for main teach and for pleasure). To sing pentatonic songs (five note folk songs). 	<ul style="list-style-type: none"> To build a repertoire of call and response songs. To sing these songs with increasing control of pitch. To accurately match the pitch they hear while singing.
Listening	<ul style="list-style-type: none"> To listen to a wide range of music with a focus on <u>Musical Traditions (World Music)</u>, and have an understanding of its context. To express an opinion about pieces of music. To understand that there are different genres of music. 	<ul style="list-style-type: none"> To listen to a wide range of music with a focus on <u>Classical Music</u>, and have an understanding of its context. To express an opinion about pieces of music. To understand that there are different genres of music. 	<ul style="list-style-type: none"> To listen to a wide range of music with a focus on <u>Popular Music</u>, and have an understanding of its context. To express an opinion about pieces of music. To understand that there are different genres of music.
Musicianship	Pulse/Beat <ul style="list-style-type: none"> To understand what the beat is in music. To use body percussion (clapping) to demonstrate a beat/pulse. 	Pitch <ul style="list-style-type: none"> To understand what is meant by pitch. To sing familiar songs in different pitches and talk about the difference in sound. To explore pitch using instruments (e.g. from low to high on a xylophone to show Jack climbing the beanstalk/high notes for little footsteps and low for big). 	Rhythm <ul style="list-style-type: none"> To understand what is meant by rhythm. To clap along and perform word pattern chants (e.g I – like – apples, I –like – to – ma-toes). Perform short copycat rhythm patterns accurately when led by the teacher.
Composition	N/A	<ul style="list-style-type: none"> To explore using technology to create pieces of music. 	<ul style="list-style-type: none"> To draw on knowledge learned so far while composing (e.g. choosing and experimenting with appropriate pitch, understanding

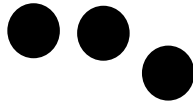

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			<p>the difference between pitch and rhythm).</p> <ul style="list-style-type: none">• To create musical sound effects and short sequences of sound in response to stimuli such as stories and perform these to others.• To use musical technology (e.g. purple mash) to compose and combine sounds.• To recognise how simple graphic notation can represent sounds e.g.  <p>Louder or quieter taps on a drum.</p>
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Year 2	Autumn Term	Spring Term	Summer Term
Singing	<ul style="list-style-type: none"> To understand what tempo means (fast/slow). To demonstrate tempo while singing by responding to the leader's directions (conductor symbols). To continue to sing a range of pentatonic songs (5 note songs). 	<ul style="list-style-type: none"> To sing a range of songs matching pitch accurately, supported by a leader playing the melody (e.g. piano/backing track). To respond to change in pitch using actions (raise/lower hand). 	<ul style="list-style-type: none"> To understand what dynamics means (loud/quiet). To demonstrate dynamics while signing by responding to the leader's directions (conductor symbols). Continue to broaden the range of songs sung for pleasure.
Listening	<ul style="list-style-type: none"> To listen to a wide range of music with a focus on <u>Popular Music</u>, and show an understanding of its social context. To talk about the piece of music they are listening to. To compare two pieces of music. To understand that there are different genres of music and talk about their preferences. 	<ul style="list-style-type: none"> To listen to a wide range of music with a focus on <u>Traditional (World) Music</u>, and show an understanding of its social context. To talk about the piece of music they are listening to. To compare two pieces of music. To understand that there are different genres of music and talk about their preferences. 	<ul style="list-style-type: none"> To listen to a wide range of music with a focus on <u>Classical Music</u>, and show an understanding of its social context. To talk about the piece of music they are listening to. To compare two pieces of music. To understand that there are different genres of music and talk about their preferences.
Musicianship	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Understand that the speed of a beat can change (faster/slower pace) and that this is called tempo. Mark the beat of a song by tapping/clapping/stomping, recognising changes in tempo (school rules song). 	<p>Pitch</p> <ul style="list-style-type: none"> To be able to describe pitch movement in songs. To respond to pitch changes indicated with actions (conductor signs e.g. hands high or hands low). To recognise dot notation and match it to 3 note tunes played on tuned instruments (recorders). <div style="text-align: center;">  </div>	<p>Rhythm</p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader. Invent rhythms for others to copy on untuned percussion. Read and respond to chanted rhythm patterns. Represent rhythm patterns with stick notation: <div style="text-align: center;">  </div> <p style="text-align: center;">rest crochet quaver</p>

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			<ul style="list-style-type: none">• Create and perform rhythms with the stick notation.
Composition	N/A	<ul style="list-style-type: none">• Use dot notation to create and record <u>simple</u> composed pieces.• Use music technology to explore and compose their own pieces of music (Purple Mash).	<ul style="list-style-type: none">• To draw on knowledge learned so far while composing (e.g. choosing and experimenting with appropriate tempo, understanding the difference between beat, pitch and rhythm).• Use stick notation to create and record <u>simple</u> composed pieces.