

# ASSESSMENT END POINTS

## MUSIC



By the end of ...	Knowledge End Points	Curriculum Links
<b>EYFS</b>	<ul style="list-style-type: none"> <li>✓ Use music (combined with dance and drama) to enjoy a wide range of songs and stories</li> <li>✓ Represent their own thoughts and feelings through music and dance</li> <li>✓ Listen to music from different cultures</li> <li>✓ Have the opportunity to experiment and play with a range of untuned instruments</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>✓ Keep a steady pulse in a group</li> <li>✓ Repeat back short basic rhythms</li> <li>✓ Sing back short melodies that use 1-2 pitched notes</li> <li>✓ Begin to identify some musical features in a range of high quality live and recorded music</li> <li>✓ Play basic rhythms on untuned percussion instruments or using body percussion</li> <li>✓ Sing simple folk tunes in unison (with and without the backing tracks)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>✓ Play tuned and untuned instruments musically</li> <li>✓ Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>✓ Keep a steady pulse in a group in at least two different time signatures (eg. In 3/4 or 4/4 time)</li> <li>✓ Repeat back longer very basic rhythms for at least two bars (sometimes from memory)</li> <li>✓ Use basic notation like crotchets, quavers and minims</li> <li>✓ Sing back short melodies that use around 2-3 pitched notes</li> <li>✓ Identify where elements change in music (eg. getting louder or faster)</li> <li>✓ Play longer phrases on untuned percussion instruments or using body percussion</li> <li>✓ Sing simple songs in rounds</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>✓ Keep steady pulse in a group without musical accompaniment</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ Perform rhythms that are longer than two bars that include crochets, quavers, minims and rests</li> <li>✓ Perform from (and compose from) at least three pitched notes</li> <li>✓ Describe features from a particular tradition or genre of music</li> <li>✓ Sing and/or play back simple melodies</li> <li>✓ Use tuned and untuned instruments to perform 3+ note melodies</li> <li>✓ Sing more complex songs in rounds</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>✓ Improvise and compose music for a range of purposes using inter related dimensions of music</li> <li>✓ Listen with attention to detail and recall sounds with increasing aural memory</li> <li>✓ Use and understand staff and other musical notations</li> <li>✓ Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions from great composers and musicians</li> <li>✓ Develop an understanding of the history of music</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>✓ On a tuned instrument, keep a steady pulse in 2/4, 3/4 or 4/4 time.</li> <li>✓ Clap back rhythms containing single quaver rests</li> <li>✓ Perform (and compose) from five pitched notes</li> <li>✓ Compare pieces of music in different traditions/genres</li> <li>✓ Improvise and compose tunes using five notes</li> <li>✓ Perform five note melodies on a tuned instrument</li> <li>✓ Begin to sing in two parts</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>✓ Confidently perform pieces using at least 3 contrasting tempos and time signatures.</li> <li>✓ Perform pieces which use the 'off beat'</li> <li>✓ Perform (and compose) from 5-8 pitched notes</li> <li>✓ Capture work so it can be recreated (eg. using musical symbols notation and/or recording)</li> <li>✓ Whilst listening, pick out and perform different rhythms and explain why the music uses those types of rhythm.</li> <li>✓ Sing music with a range of at least 8 notes</li> <li>✓ Sing songs in at least two different parts</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>✓ When performing solo and in an ensemble, follow a direction to change tempo accurately</li> <li>✓ Perform pieces which use off-beat rhythms in three different time signatures and three different tempos</li> <li>✓ Compose using 8 pitched notes and capture the work so that it can be recreated</li> <li>✓ Talk about key features of music like tempo, metre, instrumentation, melody</li> </ul>	

	<ul style="list-style-type: none"><li>✓ Understand the key features of at least four different genres of music</li><li>✓ Perform confidently and accurately - individually and as part of a group</li></ul>	
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