

Music Curriculum End Points of Knowledge
Class 1

	Musicianship	Singing	Listening	Composing	Performing
Autumn Term I've got a grumpy face The sorcerer's apprentice Witch, witch Row, row, row your boat	Mark the beat of the song with actions. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Sing with a sense of pitch, following the shape of the melody with voices. Use the voice to adopt different roles and characters. Match the pitch of a four note (la-so-mi-do) call-and response song. Sing a tune with 'stepping' and 'leaping' notes.	Respond to music in a range of ways e.g. movement, mark making, writing.	Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.	Play a steady beat on percussion instruments.
Spring Term Bird spotting Shake my sillies out Up and down Five fine bumble bees	Use appropriate hand actions to mark a changing pitch. Adapt to the changing speed of a song, marking the beat with actions.	Sing in call-and-response and change voices to make a buzzing sound. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi) Enjoy moving freely and expressively to music. Listen to a piece of classical music and respond through dance.	Explore the range and capabilities of voices through vocal play. Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts.	Perform actions to music. Play a rhythmic accompaniment on percussion instruments. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.
Summer Term Down there under the sea It's oh so quiet Slap, clap, clap Bow, bow, bow Belinda	Introduce the vocabulary of pulse and beat . Begin to recognise some music is fast, slow, loud and quiet .	Sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E). Sing a melody in time and perform the actions.	Listen attentively, move to and talk about music expressing thoughts and feelings. Develop listening skills, identifying dynamics across a range of different musical styles. Find the beat in a partner clapping game.	Explore and engage in music making and dance, performing solo or in groups. Compose a three-beat body percussion pattern and perform it to a steady beat.	Listen to instructions when performing. Explore and engage in music making and dance, performing solo or in groups.