

Music Curriculum End Points of Knowledge  
Class 3

	Musicianship		Singing		Listening		Composing		Performing	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
<b>Autumn Term</b>  Young person's guide to the orchestra (A)  Machines (B)	Recognise the terms <b>allegro and adagio</b> (fast and slow).  Recognise the <b>stave and lines</b> .  Identify <b>crotchets, and minims</b> .  Use 'coffee' and 'tea' to apply a chant to each syllable.	Recognise the terms <b>andante, allegro and adagio</b> (fast and slow).  Identify <b>minim, crotchet, paired quavers and rests</b> .  Identify <b>BAG</b> on the stave.  Play a bar of notation with <b>BAG</b> .  Clap in 4/4 when listening to a piece.	Know songs and sing these in <b>unison</b> .  Recognise the terms <b>forte and piano</b> .	Begin to sing with more confidence.  Recognise the terms <b>crescendo and diminuendo</b> .	Use the terms: <b>pulse and dynamics</b> when describing a piece of music.  Identify music sounds.  Know the names and sounds of a wider range of instruments including those covered in year 2 and <b>cello, trombone, clarinet and glockenspiel</b> .	Use the terms: <b>pitch, pulse, dynamics, rhythm, timbre, tempo</b> confidently when describing a piece of music.  Identify different parts of a piece.  Have a broad understanding of the <b>orchestra</b> including the different sections: <b>strings, woodwind, brass and percussion</b> .	Help to plan a piece with rhythms.  Begin to notate using symbols and images.	Create sequences of 2, 3 and 4 beat phrases using known note values ( <b>minim, crotchet, crotchet rest and paired quavers</b> ).  Use rhythm notation and stick notation to capture and record compositions.	Perform in school assemblies.  Sing with an awareness of the pulse.	Perform a range of songs in school assemblies.  Experience leading / conducting the playing of music.
<b>Spring Term</b>  Victorians (A)  Ancient Egypt (B)	Identify <b>allegro and adagio</b> in pieces of music.  Recognise the <b>stave, lines and spaces</b> .  Explain the value of <b>crotchet (and rest), paired quavers and minims</b> .  Begin to apply own syllables to each note.  Spot <b>BAG</b> in the stave.	Identify <b>andante, allegro and adagio</b> in pieces of music.  Explain the value of <b>minim, crotchet, paired quavers and rests</b> .  Identify <b>BAGCD</b> on the stave.  Play a bar of notation with <b>BAGCD</b> .  Clap <b>4/4</b> whilst stressing the first beat of the bar.	Know a range of songs and sing these in <b>unison</b> .  Identify <b>forte and piano</b> (loud and soft)	Begin to attempt two part songs.  Identify <b>crescendo and diminuendo</b> .	Use the terms: <b>pitch, pulse, dynamics and rhythm</b> when describing a piece of music.  Identify instruments they can hear.  Know the names and sounds of a wider range of instruments including those covered in year 2 and <b>cello, trombone, clarinet and glockenspiel</b> .	Use the terms: <b>pitch, pulse, dynamics, rhythm, timbre, tempo</b> confidently when describing a piece of music.  Suggest what a <b>musical introduction</b> is and its purpose.  Have a broad understanding of the <b>orchestra</b> including the different sections: <b>strings, woodwind, brass and percussion</b> .	Help to plan and create at least one simple melody using three notes, using symbols to notate.  Experiment with <b>dynamics</b> when composing.	Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes).  Create sequences of 2, 3 and 4 beat phrases.  Use rhythm notation and stick notation to capture and record compositions.  Experiment with <b>dynamics and tempo</b> when composing.	Perform as a choir in school assemblies.  Play and sing with an awareness of the pulse.	Perform a range of songs in school assemblies.  Perform in two or more parts (e.g. melody and accompaniment or a duet).  Experience leading / conducting the playing of music.

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<p><b>Summer Term</b></p> <p><b>Animal Crackers (A)</b></p> <p><b>Britain Since 1930s (B)</b></p>	<p>Copy stepwise melodic phrases with accuracy at different speeds; <b>allegro and adagio</b> (fast and slow).</p> <p>Recognise the <b>stave, lines and spaces, and clef</b>.</p> <p>Understand the differences between <b>crotchets, paired quavers, minims and crotchet rests</b>.</p> <p>Apply word chants to rhythms, understanding how to link each <b>syllable</b> to one musical <b>note</b>.</p> <p>Practice writing <b>BAG</b> on the <b>stave</b>.</p>	<p>Recognise with accuracy different speeds; <b>andante, allegro and adagio</b>.</p> <p>Recognise and understand the symbols for a <b>minim, crotchet, paired quavers and rests</b> and say how many beats they represent.</p> <p>Know how <b>BAGCD</b> are represented on the <b>stave</b>.</p> <p>Read and play a bar of <b>notation using BAGCD</b>.</p> <p>Recognise the <b>4/4 time signature</b>.</p>	<p>Know a range of songs and sing these in <b>unison</b>.</p> <p>Perform <b>forte and piano</b> (loud and soft)</p>	<p>Begin to recognise how <b>two parts</b> are structured in a song.</p> <p>Perform with <b>crescendo and diminuendo</b>.</p>	<p>Use the terms: <b>pitch, pulse, dynamics and rhythm confidently</b> when describing a piece of music.</p> <p>Understand the meaning of <b>timbre</b>.</p> <p>Know the names and sounds of a wider range of instruments including those covered in year 2 and <b>cello, trombone, clarinet and glockenspiel</b>.</p>	<p>Use the terms: <b>pitch, pulse, dynamics, rhythm, timbre, tempo</b> confidently when describing a piece of music.</p> <p>Understand what a <b>musical introduction</b> is and its purpose.</p> <p>Have a broad understanding of the <b>orchestra</b> including the different sections: <b>strings, woodwind, brass and percussion</b>.</p>	<p>Help to plan and create at least one simple melody using three notes, using dot notation to show higher and lower pitch.</p> <p>Combine rhythmic notation with <b>letter names</b>.</p> <p>Experiment with <b>dynamics</b> when composing.</p>	<p>Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes).</p> <p>Create sequences of 2, 3 and 4 beat phrases using known note values (<b>minim, crotchet, crotchet rest and paired quavers</b>).</p> <p>Use rhythm notation and stick notation to capture and record compositions.</p> <p>Experiment with <b>dynamics and tempo</b> when composing.</p>	<p>Perform as a choir in school assemblies.</p> <p>Play and sing with an awareness of the pulse.</p>	<p>Perform a range of songs in school assemblies.</p> <p>Develop the basic skills of a selected instrument over a sustained learning period.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet).</p> <p>Experience leading / conducting the playing of music.</p>
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