Music End Points



Music Curriculum Intent

At South Avenue Primary School, we believe that Music is a vital and integral part of children's education, and it encompasses the highest forms of expression and creativity.

We have designed our Music Curriculum with the intent that each child becomes an ambitious, encouraging and resilient young person who has a passion for learning and achieving. To support the teaching and learning of Music, and is consistent across South Avenue, we use the programme Charanga. The curriculum is designed to: fulfil the National Curriculum, provide a broad and balanced curriculum which ensures the progressive development of skills and knowledge in Music. This is achieved by recognising the children's prior learning, allow the children to express their individual creativity through observing, listening, appraising, recording, and performing, whilst developing competency in listening to Music and creating Music in a variety of ways such as using instruments, their own bodies and voice, develop self-reflection skills, build resilience and become creative, critical thinkers in a meaningful way. Additionally, we believe it enables pupils to develop curiosity, exploration, and reflection skills whilst linking strongly with our school values and to develop life-long skills such as experimenting and exploring, practicing, perseverance, resilience and evaluating whilst gaining a sense of pride. The focus is on developing proficiency in various techniques and processes, and to develop an awareness of the auditory process of listening and creating Music, physically creating Music and performance elements whilst fostering enjoyment and appreciation of the Music and listening to significant artists across Music from various eras.

Every child is recognised as a unique individual and we celebrate and welcome these similarities or differences. There is no right or wrong in Music, but an opportunity for children to express themselves in a variety of ways without limitations. Children's demonstrations of Music are valued, discussed and displayed through performances, celebrations and recordings both in school and within the wider community. We believe that all children are creative and that it is essential to foster this to become expressive, cohesive and successful adults to take opportunities to extend their horizons in their futures.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	KS1 Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.			Lower Key Stage 2 • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. Upper Key Stage 2 -Same as above with following additions • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.				
Listen and appraise		He/she listens with concentration and understanding to a range of high- quality live and recorded music.	He/she listens with concentration and understanding to a range of high- quality live and recorded music.	He/she appreciates and understand a wide range of high- quality live and recorded music from different traditions and from great musicians and composers.	He/she appreciates and understand a wide range of high- quality live and recorded music from different traditions and from great musicians and composers. He/she develops an understanding of the history of music.	He/she appreciates and understand a wide range of high- quality live and recorded music from different traditions and from great musicians and composers. He/she develops an understanding of the history of music.	He/she appreciates and understand a wide range of high- quality live and recorded music from different traditions and from great musicians and composers. He/she develops an understanding of the history of music.	

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South drawag Primary School

Musical	He/she uses their	He/she uses their	He/she uses their	He/she uses their	He/she improvise	He/she improvise
activities	voices expressively	voices expressively	voices expressively	voices expressively	and compose	and compose
	by singing songs	by singing songs	by singing songs	by singing songs	music for a range	music for a range
	and speaking	and speaking	and speaking	and speaking	of purposes using	of purposes using
	chants and	chants and	chants and	chants and	the interrelated	the interrelated
	rhymes.	rhymes.	rhymes.	rhymes.	dimensions of	dimensions of
					music.	music.
	He/she plays	He/she plays	He/she plays	He/she plays		
	tuned and un-	tuned and un-	tuned and un-	tuned and un-	He/she listens	He/she listens
	tuned instruments	tuned instruments	tuned instruments	tuned instruments	with attention to	with attention to
	musically.	musically.	musically.	musically.	detail and recall	detail and recall
					sounds with	sounds with
	He/she listens	He/she listens	He/she listens	He/she listens	increasing aural	increasing aural
	with	with	with	with	memory.	memory.
	concentration and	concentration and	concentration and	concentration and	·	
	has an	has an	understanding to a	understanding to a	He/she uses and	He/she uses and
	understanding of a	understanding of a	range of high-	range of high-	understand staff	understand staff
	range of high-	range of high-	quality live and	quality live and	and other musical	and other musical
	quality live and	quality live and	recorded music.	recorded music.	notations.	notations.
	recorded music.	recorded music.				
			He/she	He/she	He/she plays and	He/she plays and
	He/she	He/she	experiments with,	experiments with,	perform in solo	perform in solo
	experiments with,	experiments with,	create, select and	create, select and	and ensemble	and ensemble
	create, select and	create, select and	combine sounds	combine sounds	contexts, using	contexts, using
	combine sounds	combine sounds	using the inter-	using the inter-	their voices and	their voices and
	using the inter-	using the inter-	related	related	playing musical	playing musical
	related	related	dimensions of	dimensions of	instruments with	instruments with
	dimensions of	dimensions of	music.	music.	increasing	increasing
	music.	music.			accuracy, fluency,	accuracy, fluency,
					control and	control and
					expression.	expression.

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Perform and share	He/she uses their voices expressively by singing songs and speaking chants and rhymes. He/she plays	He/she uses their voices expressively by singing songs and speaking chants and rhymes. He/she plays	He/she uses their voices expressively by singing songs and speaking chants and rhymes. He/she plays	He/she uses their voices expressively by singing songs and speaking chants and rhymes. He/she plays	He/she plays and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	He/she plays and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing
	tuned and un- tuned instruments musically.	accuracy, fluency, control and expression.	accuracy, fluency, control and expression.			