

South Avenue Primary School

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

South Avenue Primary School



Music End Points

	<p>EYFS</p> <p>KS1</p> <ul style="list-style-type: none"> • 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 inter-related dimensions of music. 		<p>KS2</p> <p>Lower Key Stage 2</p> <ul style="list-style-type: none"> • 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. <p>Upper Key Stage 2 -Same as above with following additions</p> <ul style="list-style-type: none"> • 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.	

South Avenue Primary School

Music End Points



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

South Avenue Primary School

Music End Points



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