



SANDIWAY PRIMARY SCHOOL
MUSIC END POINTS
KNOWLEDGE AND SKILLS

By the end of Year 1, our children will;

| |
|---|
| Knowledge |
| Know a range of traditional songs, rhymes, chants and hymns Begin to understand the importance of correct breathing when singing Begin to understand the importance of enunciation when singing Understand there is a wide range of music to explore and enjoy Be able to name some instruments of the orchestra and other ensembles |
| Skills |
| Be able to sing a range of traditional songs, rhymes and chants Begin to use expression when singing Be able to dance, clap, march etc. in time to the pulse of the music Use a range of simple percussion effectively Have performed for each other, to the rest of the school and to family and friends. Have had the opportunity to join KS1 Singing Club |
| Vocabulary |
| loud, quiet, fast, slow, pulse, percussion, rhythm, instrument, note, song, lyrics, echo, breath, conductor |

By the end of Year 3, our children will;

| |
|--|
| Knowledge |
| Begin to read musical notation and understand the terms <i>treble clef, stave, bar, crochet, minim, semibreve and quaver</i> Understand the meanings of the terms <i>p</i> and <i>f</i> Understand the importance of and be able to use good enunciation when singing Have studied four significant pieces of music and be able to place them in a musical time line and have created their own compositions based on these Have an understanding of how an orchestra is made up and have listened to a range of orchestral pieces which focus on the various families through BBC Ten Pieces |
| Skills |
| Understand and use the correct posture for singing Have extended their repertoire for singing and performed more complex songs including rounds Be able to play the notes <i>C,B,A,G</i> and <i>E</i> on the recorder Be able to play a selection of simple songs on the recorder Be able to begin to improvise and compose on the recorder as well as a range of tuned and untuned percussion Begin to use phrasing in singing Have had the opportunity to join KS2 Choir and perform at Weaverham Music Festival and sing with a live orchestra and listening to high quality live performances. |
| Vocabulary |
| woodwind, strings, brass, melody, ostinato, composer, singer songwriter, diminuendo, crescendo, tempo, pitch, treble clef, stave, bar, crochet, minim, semibreve, quaver, orchestra, piano, forte |

By the end of Year 5 our children will;

| |
|---|
| Knowledge |
| Be able to read musical notation with increasing accuracy fluency and confidence Understand and respond to the musical terms <i>ff</i> and <i>pp</i> Be able to improvise musical motifs and melodies on the recorder and on tuned percussion Have studied and appraised four significant pieces of music in terms of genre, historical context, structure and mood Composed and performed their own pieces around these |
| Skills |
| Be able to play the recorder with increasing accuracy, fluency and confidence Be able to create and perform simple ostinatos and incorporate these into their own composition and performances Have extended their repertoire for singing including singing in two part harmony Have performed as part of the 'Northwich Sings!' mass choir at the local Theatre and to Parents and family and members of the community (Sandiway Manor Residential Home) Have had the opportunity to join KS2 Choir and perform at Weaverham Music Festival and sing with a live orchestra and listening to high quality live performances |
| Vocabulary |
| notation, pianissimo (p,pp) pentatonic, dynamics, jazz, pop, sforzando (f,ff,) classical, rock and roll, time signature, bar, texture, timbre, improvise |

By the end of Year 6, our children will;

| |
|---|
| Knowledge |
| Confidently read musical notation in the treble clef Understand the pentatonic scale and how to improvise around it on tuned percussion and on the recorder Understand and respond to the musical terms >, <, diminuendo and crescendo Have had experience of listening to and appraising a wide range of musical genres Have an understanding of a musical timeline Have studied three significant pieces of music in terms of genre, structure and mood Composed and performed their own pieces based on these |
| Skills |
| Play the recorder / xylophone with confidence, both in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing in solo and ensemble context with increasing accuracy, fluency, control, expression and enunciation Have had the opportunity to engage in instrumental tuition through Edsential First Access Program Have had the opportunity to join KS2 Choir and perform at Weaverham Music Festival and sing with a live orchestra and listening to high quality live performances Will perform with their Buddy to Family and friends. Perform with confidence to the rest of the school and family and friends |
| Vocabulary |
| rallentando, presto, twang, rondo, major, minor |