



Forton Primary School Music End Points

INTENT	To promote self-expression, confidence and emotional response through the universal language of music. Engaging enquiry into the question, “How music can inspire individual creativity and self-confidence?”		
PUPILS ARE ENABLED TO...	To listen with ever increasing detail (eg pick out instruments in a musical texture), to appreciate, understand and make educated judgements about music from different genres and eras and to be actively involved with different forms of music making with ever increasing accuracy in relation to pitch, pulse, rhythm and expression.		
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	<ol style="list-style-type: none"> 1. To have begun to sing or play from memory with growing confidence in simple songs and music. 2. Perform solos with growing confidence and to begin to be able to play individual parts within an ensemble. 3. To begin to sing and play instruments expressively. 4. To begin to be able to create a simple rhythmic pattern with an awareness of pulse, rhythm, dynamics and group ensemble. 5. To use simple digital technologies to compose and edit pieces of music. 	<ol style="list-style-type: none"> 1. To sing or play from memory with confidence in more difficult songs and music. 2. Perform solos with growing confidence and to be able to perform individual parts of an ensemble with growing confidence. 3. To sing and/or play more expressively and to begin to understand how expression can change the feel of the music. 4. To be able to create more complex rhythmic patterns with a growing awareness of pulse, rhythm dynamics and group ensemble. 	<ol style="list-style-type: none"> 1. To sing or play from memory with confidence in more complex music such as part songs with harmony. 2. Perform solos confidently and perform individual parts of an ensemble with good confidence. 3. To sing and/or play expressively and understand how expression can change the feel of the music for an audience. 4. To be able to confidently create more complex rhythmic patterns with a good awareness of pulse, rhythm dynamics and group ensemble. 5. To use a variety of digital technologies to compose, edit and refine pieces of music to a more complex recipe – Eg A



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	<p>6. To be able to choose from a small range of musical vocabulary to describe music including: pitch/ rhythm/dynamics and tempo.</p> <p>7. To begin to appreciate and make a simple judgement about music from different genres and eras.</p>	<p>5. To use more complex digital technologies to compose, edit and refine pieces of music.</p> <p>6. To be able to choose from a growing range of musical vocabulary to accurately and confidently describe and appraise music including: pitch/ dynamics / tempo / rhythm/timbre / texture / lyrics and melody.</p> <p>7. To be able to appreciate, understand and make a simple judgement about music from different genres and eras.</p>	<p>certain combination of sounds, rhythms and tempi.</p> <p>6. To be able to choose from a wide range of musical vocabulary to accurately and confidently describe and appraise music including: pitch/ dynamics / tempo / rhythm/ timbre / texture / lyrics and melody / sense of occasion / expressive / solo / rounds / harmonies / accompaniments / drones / cyclic patterns / combination of musical elements / cultural context.</p> <p>7. To be able to appreciate, understand and make educated judgements about music from a wide range of different genres and eras.</p>
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