

Music	End Points			
		A year 1 musician	A year 2 musician	A year 3 musician
		<ul style="list-style-type: none"> I can use my voice to speak, sing and chant. I can use instruments to perform. I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. I can follow instructions about when to play and sing. 	<ul style="list-style-type: none"> I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can sing or clap increasing and decreasing tempo. I can order sounds to create a beginning, middle and an end. I can create music in response to different starting points. I can choose sounds which create an effect. I can use symbols to represent sounds. I can make connections between notations and musical sounds. I can listen out for particular things when listening to music. I can improve my own work. 	<ul style="list-style-type: none"> I can sing a tune with expression. I can play clear notes on instruments. I can use different elements in my composition. I can create repeated patterns with different instruments. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. I can use musical words to describe a piece of music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. I can improve my work; explaining how it has been improved.

Music	End Points	A year 4 musician	A year 5 musician	A year 6 musician
		<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own. I can explain why silence is often needed in music and explain what effect it has. I can identify the character in a piece of music. I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> I can breathe in the correct place when singing. I can maintain my part whilst others are performing their part. I can improvise within a group using melodic and rhythmic phrases. I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can use notation to record groups of pitches (chords). I can use my music diary to record aspects of the composition process. I can choose the most appropriate tempo for a piece of music. I can describe, compare and evaluate music using musical vocabulary. I can explain why I think music is successful or unsuccessful. I can suggest improvement to my own work and that of others. I can contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> I can sing in harmony confidently and accurately. I can perform parts from memory. I can take the lead in a performance. I can use a variety of different musical devices in my composition (including melody, rhythms and chords). I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. I can analyse features within different pieces of music. I can compare and contrast the impact that different composers from different times have had on people of that time.

