Faith Primary Academy

Loving and Learning in the Light of the Lord

Music Impact (End Points) Statements

EYFS	KS1		KS2			
Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Children will be able to confidently sing a range of songs comprising upto 5 different pitches with a wide variety of other musical elements. They will also be able to perform, using pictoral notation, the rhythm of songs from rhythm creatures and rhythm people, pitch using body pitches and use these to create their own mini compositions. They will have explored a range of classroom percussion instruments and have experienced creating a Soundscape as a large group. They will also be able to use those instruments to keep the pulse and perform the rhythm of	Children will be able to confidently sing a range of songs within the diatonic as well as going below doh. They will have experienced singing in a round. They will use Kodaly rhythm names (ta, titi etc) to read and write rhythms, solfa (doh re mi etc) for pitch and be able to play simple songs using bells. Children will be able to use this knowledge to create their own mini compositions. Children will have learnt about music being in different metres and will be able to conduct in 2, 3 and 4 time. Children will be familiar with the five line stave, that notes	Children will be able to confidently sing a range of songs in major and minor tonality. They can sing in two parts using partner songs, canon and pitch ostinati. They will be able to read, write and sightsing patterns of so, la and mi from the stave. Children will understand how beats in a bar works and be able to create the own rhythm patterns using stick notation and barlines. Children will be able to use this knowledge to create and notate their own mini compositions. Children will be familiar with the musical alphabet and understand that going	Children will be able to confidently sing a range of songs including with verse and chorus. Children will know and be able to sing the solfa for major and minor scales and arpeggios. Children will know what a time signature is and know be able to read and write rhythms is simple time and compound time (6/8) Children will be able to recognise and draw the treble clef and be able to read A, B, C, D, E, F and G from the stave. They will aslo be able to read, write and sightsing patterns of doh-fa from the stave. Children will be able to play on the recorder a	Children will be able to sing confidently a range of songs responding to dynamic and tempo indications and singing in new languages. Children will know the pattern of intervals (tones and semitones) within major and minor scales and be able to sing new patterns using solfa within those tonalities. Children will be able to compose in simple and compound time (6/8). Children will be able to recognise and draw the clef associated with their orchestral instrument and be able to read 19 notes (from two ledger lines below to two ledger lines	Children will be able to sing confidently a wide range of songs from many different cultures in a variety of styles and in up to three parts. Children will be singing, sightsinging, writing and reading fluently from solfa d-d' (major) and l,-m (minor). Children will be able to recognise, read and write the scales, triads, arpeggios and key signatures for C Major, G major, D major and F major. Children will understand the difference between simple and compound time and have a good knowledge of ties and dotted rhythms.	Children will be able to navigate a wide range of functions on the music software Garageband in order to create their own music both instrumental and an accompanied song. They will be able to use their knowledge of musical elements to make informed decisions for their compositions. Children will learn about techniques used in programmatic and film music which they will then apply to creating a soundscape for a short film. They will be able to create lyrics a melody and accompnaiment for a song and rehearse it

songs. Children will have listened to a wide range of music and have responded in a variety of ways: choreographed movement, free movement, responding to musical concept pairs, copying back rhythms, quiet listening and sharing thoughts. Children will have performed for families each term.	are line notes or space notes and be able to find specific notes on their handy stave and draw them on a stave. Children will have listened to a wide range of music and have been responded in a variety of ways: choreographed movement, free movement, responding to musical concept pairs, copying back rhythms, quiet listening and sharing thoughts. Children will have performed for families each term.	forwards through the alphabet corresponds with the pitch going higher and vice versa. Children will have listened to a wide range of music and have been responded in a variety of ways: choreographed movement, free movement, responding to musical concept pairs, copying back rhythms, quiet listening and sharing thoughts. Children will have performed for families each term.	variety of tunes with up to five notes and sightread using solfa. Children will have listened to a wide range of music and have been responded in a variety of ways: choreographed movement, free movement, responding to musical concept pairs, copying back rhythms, quiet listening and sharing thoughts. Children will be able to play a selection of pieces on the recorder with simple rhythms and up to five notes using aeroplane and arrow air and tonguing where necessary. Children will have performed for families each term.	above the stave). They will also be able to read, write and sightsing patterns of doh-la on the stave. Children will have listened to a wide range of music and have been responded in a variety of ways: choreographed movement, free movement, responding to musical concept pairs, copying back rhythms, quiet listening and sharing thoughts. Children will be introduced to an orchestral wind or brass instrument and be able to play a variety of repertoire using up to and octave across major and minor with good air control and dynamics, using tonguing for articulation. Children will have performed for families each term including onstage at Philharmonic Hall	Children will know the formal rhythm names (e.g. crotchet, quaver) for common rhythms. Children will be able to use all of the above to inform their compositions. Children will have listened to a wide range of music and have been responded in a variety of ways: choreographed movement, free movement, responding to musical concept pairs, copying back rhythms, quiet listening and sharing thoughts. On their orchestral instruments Children will have performed for families each term, including onstage at Philharmonic Hall and a side-by-side with players from the Royal Liverpool Philharmonic Hall.	effectively, making choices around instrumentation to create an effective performance. Children will learn about Chinese music and dance as well as muic from other cultures and explore instruments, rhythms and musical structures from these practices. Children will perform their own class song to families and perform at Philharmonic Hall as well as further opportunities to continue with instrumental learning at In Harmony Youth Hubs and perform as part of Liverpool's Chinese New Year celebrations.