

**ECCLESTON C.E. PRIMARY SCHOOL**

**MUSIC END POINTS AND KNOWLEDGE**

**By the end of Year 1, our children will;**

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| **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, chants and hymns  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, to parents and to the church congregation  Have had the opportunity to join Performing Arts 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;**

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| **Knowledge** |
| Begin to read musical notation and understand the terms *treble clef, stave, bar, crochet, minim, semibreve and quaver*  Understand the meanings of the terms *p* and *f*  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 (Night on a Bare Mountain, Ride of the Valkyries, Theme from Dr Who and Mambo from West Side Story) 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 |
| **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 c,b,a and g 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 |
| **Vocabulary** |
| woodwind, strings, brass, melody, ostinato, composer, singer songwriter, diminuendo, crescendo, tempo, pitch, treble clef, stave, bar, crochet, minim, semibreve, quaver, orchestra |

**By the end of Year 5 our children will;**

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| **Knowledge** |
| Be able to read musical notation with increasing accuracy fluency and confidence  Understand and respond to the musical terms *ff* and *pp*  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 (Beethoven’s 5th Symphony, The Enigma Variations, Mars from the Planets and Connect It by Anna Meredith)  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 ‘Amasing’ mass choir at the Storyhouse Theatre in Chester |
| **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;**

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| **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 (Rhapsody in Blue, A New Year Carol and Carmina Burana)  Composed and performed their own pieces based on these |
| **Skills** |
| Play the recorder 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 Music for Life |
| **Vocabulary** |
| rallentando, presto, twang, rondo, major, minor |