

**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 hymnsBegin to understand the importance of correct breathing when singingBegin to understand the importance of enunciation when singingUnderstand there is a wide range of music to explore and enjoyBe able to name some instruments of the orchestra and other ensembles |
| **Skills**  |
| Be able to sing a range of traditional songs, rhymes, chants and hymnsBegin to use expression when singingBe able to dance, clap, march etc. in time to the pulse of the musicUse a range of simple percussion effectivelyHave performed for each other, to the rest of the school, to parents and to the church congregationHave 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 singingHave 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 theseHave 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 singingHave extended their repertoire for singing and performed more complex songs including roundsBe able to play the notes c,b,a and g on the recorderBe able to play a selection of simple songs on the recorderBe able to begin to improvise and compose on the recorder as well as a range of tuned and untuned percussionBegin 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 confidenceUnderstand and respond to the musical terms *ff* and *pp*Be able to improvise musical motifs and melodies on the recorder and on tuned percussionHave 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 confidenceBe able to create and perform simple ostinatos and incorporate these into their own composition and performancesHave extended their repertoire for singing including singing in two part harmonyHave 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 clefUnderstand the pentatonic scale and how to improvise around it on tuned percussion and on the recorderUnderstand and respond to the musical terms >, <, diminuendo and crescendoHave had experience of listening to and appraising a wide range of musical genresHave an understanding of a musical timelineHave 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 expressionSing in solo and ensemble context with increasing accuracy, fluency, control, expression and enunciationHave had the opportunity to engage in instrumental tuition through Music for Life |
| **Vocabulary** |
| rallentando, presto, twang, rondo, major, minor |