



Bury and Whitefield

JEWISH PRIMARY SCHOOL

Music

End Points

These end points should be used to recap and revisit learning from previous years, during 'Flashback' time. This will enable stronger schema to be built, supporting our children to remember key facts.

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Music			
EYFS	KS1	LKS2	UKS2
- To explore and describe sounds made by hitting, shaking, and scraping different objects. - To keep a simple, steady beat using my body or an instrument. - To sing a familiar song from memory with actions. - To describe music using words like loud, quiet, fast, and slow. - To move my body in response to different types of music.	- To understand and explain the difference between pulse and rhythm. - To name the four families of musical instruments: percussion, string, wind, and brass. - To follow and keep a steady beat using untuned percussion instruments. - To identify whether a sound is high or low (pitch) and fast or slow (tempo). - To sing simple songs clearly, staying mostly in tune. - To use body percussion and classroom instruments to create short rhythmic patterns. - To understand that dynamics means how loud or quiet the music is. - To perform a practised song or rhythm pattern with others.	- To play simple melodies on tuned percussion instruments like glockenspiels. - To describe the timbre (sound quality) of different instruments. - To read and write basic rhythmic or melodic patterns using music notation. - To use a pentatonic scale to improvise or compose a short tune. - To describe and identify parts of a song structure, such as verse and chorus. - To sing in rounds and begin to maintain my part in group singing. - To name instruments and musical features from different cultures, such as Jazz and Rock and Roll music.	- To identify, perform and create syncopated rhythms and polyrhythms. - To play more complex tunes on an instrument such as a recorder, ukulele, or glockenspiel. - To explain how music creates mood or atmosphere, such as in film music or songs from World War II. - To compose and develop ideas using motifs, sequences, and variations. - To use technology to remix, loop, and layer music. - To read standard music notation confidently and follow rhythmic patterns. - To use musical vocabulary accurately when discussing and evaluating music. - To describe how music reflects culture and identity.

		• To compose and perform a repeated pattern (ostinato) with a group.	
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