

EYFS

EYFS Statutory Educational Programme

Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

End Points

Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

	Singing	Listening	Composing	Musicianship and performing
Y1 end points	<p>Sing simple songs, chants and rhymes with a small pitch range from memory, singing collectively and at the same pitch.</p> <p>Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Sing 2 note melodies (so-mi) with mostly accurate pitch matching.</p>	<p>Listen to a range of recorded and live music express own opinion about the music.</p> <p>Name some common hand-held percussion instruments and recognise their sounds aurally.</p> <p>Say how a piece of music makes me feel</p>	<p>Improvise simple vocal chants, using question and answer phrases.</p> <p>I can suggest ideas to replace words in familiar songs.</p> <p>Recognise how graphic notation can represent created sounds and explore and invent their own symbols.</p>	<p>Pulse - Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Rhythm - Copy short rhythm patterns led by the teacher using body percussion and instruments.</p> <p>Use pictures to support my singing and playing.</p> <p>Pitch Sing familiar songs in both low and high voices, talk about the difference in sound and respond physically to high and low sounds.</p> <p>Play short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars.)</p> <p>Reading notation Follow graphic notations and symbols when playing and performing</p>
Y2 end points	<p>Explore using their voice to sing - singing loudly, quietly and with high and low notes.</p> <p>Sing 2 or 3 note melodies (la-so-mi) with mostly accurate pitch matching.</p>	<p>Listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.</p> <p>Say how a piece of music makes me feel and give a reason why.</p>	<p>Work with a partner to improvise simple question and answer phrases, (using voices and instruments) creating a musical conversation.</p> <p>Create music in response to an idea or theme.</p> <p>Use graphic symbols such as dot notation and stick notation, as</p>	<p>Pulse and rhythm Beat the pulse of a piece of music, using body percussion and using a percussion instrument. Respond to changes in tempo.</p> <p>Begin to identify the difference between pulse and rhythm.</p> <p>Copy a simple rhythm using my body and a percussion instrument.</p>

	<p>Know the meaning of dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) and demonstrate these when singing and playing.</p>	<p>Name an increasing number of hand-held percussion instruments and recognise their sounds.</p>	<p>appropriate, to keep a record of compositions.</p> <p>Create a rhythm using words and phrases as a starting point.</p>	<p>Name and play a range of tuned (glockenspiels) and untuned instruments.</p> <p>Identify patterns of one and two sounds per beat (i.e. crotchets/paired quavers) and use rhythm names (walk/jogging).</p> <p>Pitch Physically respond to and identify high and low sounds independently when listening to a piece of music.</p> <p>Begin to recognise the link between shape and pitch in graphic notations.</p> <p>Reading notation Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.</p>
Y3 end points	<p>Sing with expression, diction and a growing sense of pitch.</p> <p>Sing canons, rounds and other partner songs.</p> <p>Perform actions and/or body percussion confidently and in time to a range of action songs</p>	<p>Listen with growing concentration to a range of live and recorded music and recognise how the inter-related dimensions are used to create different moods.</p> <p>Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.</p>	<p>Improvise (using voices and instruments), inventing short 'on-the-spot' responses using a given note-range.</p> <p>Begin to compose music thoughtfully using the inter-related dimensions of music to create effects.</p> <p>Begin to compose simple rhythmic patterns and song accompaniments on untuned percussion using crotchets, paired quavers, minims and crotchet rests.</p>	<p>Pulse and rhythm Understand the difference between pulse and rhythm.</p> <p>Choose and maintain an appropriate pulse.</p> <p>Read and clap/tap a 4-beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (named walk, jogging and ssh).</p> <p>Pitch Play simple melodic patterns using a small number of notes, following staff or dot notation.</p>

				<p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.</p> <p>Reading notation Recognise the symbols for crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests.</p> <p>Performing Rehearse and perform with others, beginning to show an awareness of the audience.</p>
Y4 end points	<p>Continue to sing a broad range of songs within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing.</p> <p>Sing canons, rounds and other partner songs with increased control.</p>	<p>Listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods.</p> <p>Begin to recognise the different instrumental families when listening to musical performances.</p> <p>Begin to use the vocabulary of the inter-related dimensions when they are talking about music.</p>	<p>Improvise and compose within given parameters <i>e.g. create a simple melody using a given range of notes, or create a rhythm that lasts for 4 beats.</i></p> <p>Structure musical ideas to create music that has a beginning, middle and end.</p> <p>Composed music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p> <p>Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to create sequences of 2-, 3- or 4-beat phrases.</p>	<p>Pulse and rhythm Maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse.</p> <p>Play a simple melody on a tuned instrument.</p> <p>Read and clap/tap a 4-beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests.</p> <p>Record my compositions (e.g. graphic notation, rhythm notation, music technology).</p> <p>Pitch Play, copy and perform simple melodies using a small range of notes, following staff notation.</p>

			<p>Make improvements to own work, giving reasons for changes made.</p>	<p>Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing.</p> <p>Reading notation Recognise the symbols for minims, crotchets, quavers and crotchet rests.</p> <p>Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Performing Play and perform in solo and ensemble contexts.</p>
Y5 End points	<p>Sing within an appropriate vocal range with clear diction, accurate tuning and accurate control of breathing and phrasing.</p> <p>Sing three-part rounds and songs with different structures.</p> <p>Make use of dynamics, tempo and articulation when performing, following physical signals and written symbols.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Recognise and name a growing number of individual instruments within instrumental families.</p> <p>Describe and compare different pieces of music using appropriate musical vocabulary.</p> <p>Begin to relate music across time to world events.</p>	<p>Improvise freely over a drone or simple groove, responding to the beat, using tuned percussion and melodic instruments.</p> <p>Explore the difference between major and minor by using 5 note set starting on C (major) or D (minor); compose simple question and answer phrases (AB) using the note set.</p> <p>Combine short compositions to contribute to a class piece, exploring different structures.</p> <p>Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.</p>	<p>Pulse and Rhythm Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping the pulse.</p> <p>Pitch Play melodies on tuned percussion or melodic instruments, following staff notation and using notes appropriate to the instrument.</p> <p>Understand how triads are formed, and collaboratively play them on tuned percussion or melodic instruments, or using music software, to accompany familiar songs.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p>

			<p>Make improvements to my own work, giving reasons using appropriate musical vocabulary.</p>	<p>Reading Notation Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and play short rhythmic phrases that contains semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.</p> <p>Follow pitch notation on the staff within a defined range appropriate to the instrument being played (e.g. C–G/do–so).</p> <p>Performing Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</p>
<p>Y6 End points</p>	<p>Sing a broad range of songs within an appropriate vocal range, with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.</p> <p>Sing three and four part rounds and simple harmony lines.</p> <p>Confidently and appropriately use of</p>	<p>Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Confidently recognise and name a number of individual instruments and their instrumental families.</p> <p>Describe, compare and evaluate different pieces of music using</p>	<p>Improvise freely over a simple groove, responding to the beat, developing a sense of shape and character, using tuned percussion and melodic instruments. Extend improvised melodies beyond 8 beats.</p> <p>Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</p>	<p>Pulse and Rhythm Confidently play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse</p> <p>Pitch Accompany melodies, using block chords or a bass line using tuned percussion or melodic instruments, or using music software.</p> <p>Consolidate the skill of playing by ear on</p>

	<p>dynamics, tempo and articulation when performing, following physical signals and written symbols.</p>	<p>appropriate musical vocabulary. Give examples of music from different time periods and the events they are linked to, to develop a basic idea of a musical timeline.</p>	<p>Further explore the difference between major and minor by using a 5 note set.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments</p>	<p>tuned instruments, copying longer phrases and familiar melodies</p> <p>Reading notation Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate.</p> <p>Read and play from rhythm flashcards and rhythmic scores that contain known rhythms and notes.</p> <p>Develop the skills to read and perform pitch notation within an octave</p> <p>Read and play from notation a four-bar phrase.</p> <p>Performing Conform to the etiquette of performance situations as a musician and as an audience member.</p>
--	--	---	---	---