



## Stocksbridge Junior School Music

*“Where words fail, music speaks.”*

**Hans Christian Anderson**

### SJS Music

**1**

**Performing:**

Pupils will be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments.

**2**

**Listening:**

Pupils will listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

**3**

**Composing:**

Pupils will understand how music is created and written and will be able to compose music on their own and with others.

**4**

**Elements of Music:**

These are the building blocks of music which are integral to understanding how to perform, compose and describe music.  
These elements include: pitch, timbre, tempo and dynamics.

**5**

**History of Music:**

Our curriculum introduces pupils to a range of music from different periods of time and teaches them to understand, respect and appreciate music from a range of generations.

## End Points in Learning in the Music Curriculum

### Year 3 End Points

#### **Composing:**

- Compose a piece of music in a given style with voices and instruments.
- Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

#### **Performing:**

- Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Sing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols.

#### **Listening:**

- Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understand that music from different parts of the world, and different times, has different features.
- Recognise and explain the changes within a piece of music using musical vocabulary.
- Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Show an awareness of metre.
- Use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understand that music from different parts of the world, and different times, have different features.
- Recognise and explain the changes within a piece of music using musical vocabulary.

### Year 4 End Points

#### **Composing:**

- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Begin to improvise musically within a given style.
- Develop melodies using rhythmic variation, transposition, inversion, and looping.
- Create a piece of music with at least four different layers and a clear structure.
- Use letter names, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Suggest improvements to others work, using musical vocabulary.
- Begin to improvise musically within a given style.

#### **Performing:**

- Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Sing and play in time with peers with accuracy and awareness of their part in the group performance.
- Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.

#### **Listening:**

- Recognise the use and development of motifs in music.
- Identify gradual dynamic and tempo changes within a piece of music.
- Identify common features between different genres, styles and traditions of music.
- Recognise, name and explain the effect of the interrelated dimensions of music.
- Identify scaled dynamics (crescendo/decrescendo) within a piece of music.
- Use musical vocabulary to discuss the purpose of a piece of music.
- Use musical vocabulary when discussing improvements to their own and others' work.
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.

## Year 5 End Points

### Composing:

- Improvise by exploring different sounds and creating repeated musical patterns or phrases.
- Make use of instrumental skills when beginning to compose.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.

### Performing:

- Work out by ear how to play short, easy phrases or patterns from well-known tunes.
- Repeat short, easy rhythmic and melodic patterns by playing back from memory.
- Play short, easy pieces from appropriate notation/symbols.
- Memorise with accuracy selected short, simple pieces from their repertoire.
- Read and play at sight short, simple phrases at a regular pulse; begin to make links between sound and symbol.
- Begin to interpret music with some expression and with a sense of its intended effect; talk about its mood and how it is sung or played and suggest improvements to convey the character of the music.
- Play with the teacher and/or other learners, demonstrating some basic ensemble skills by listening, watching and keeping in time with the group.
- Explore and discuss the character of the music and the expressive possibilities.
- Perform music to others, e.g. parents/carers, teachers, fellow learners and friends, demonstrating an awareness of the mood of the music.
- Discuss the quality of their playing and, with guidance, learn from their performance.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Performing
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

### Listening:

- Listen and respond to music in and out of lessons, enjoying their experiences and building on them.

## Year 6 End Points

### Composing:

- Improvise coherently and creatively within a given style, incorporating given features.
- Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Record own composition using appropriate forms of notation and/or technology and incorporating.
- Constructively critique their own and others' work, using musical vocabulary.

### Performing:

- Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Perform a solo or taking a leadership role within a performance.
- Perform with accuracy and fluency from graphic and staff notation and from their own notation.
- Perform by following a conductor's cues and directions.

### Listening:

- Discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts.
- Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identify the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.
- Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
- Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.
- Perform a solo or taking a leadership role within a performance.

<ul style="list-style-type: none"><li>• Have some aural perception of the music to be played.</li><li>• Recognise and discriminate between the musical elements of pulse, pitch, rhythm, tempo, dynamics and texture.</li><li>• Recognise and convey in their playing simple melodic patterns, e.g. repetition of main tune.</li><li>• Using appropriate notation, make links between sounds and symbols, e.g. shape of the melody, repetition.</li><li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li><li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li><li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Perform with accuracy and fluency from graphic and staff notation and from their own notation.</li><li>• Perform by following a conductor's cues and directions.</li></ul>
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**At Stocksbridge Junior School, every child is a musician!**