



Stocksbridge Junior School Music Concepts & End Points

“Where words fail, music speaks.”

Hans Christian Anderson

SJS Music Concepts

Concept 1:

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

Concept 2:

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

Concept 3:

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

Concept 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.

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