

Y1	YEAR GROUP ENDPOINT EXPECTATIONS FOR MUSIC
	<u>Listening and Responding to Music</u>
	I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.
	I can demonstrate a basic understanding of how feelings can connect with/relate to music.
	I can demonstrate some basic understanding of musical style.
	<u>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</u>
	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
	I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).
	I can demonstrate a basic understanding of the importance of posture and technique when performing.
	I can demonstrate an understanding of the basic concepts of improvisation and composition.

Y2	YEAR GROUP ENDPOINT EXPECTATIONS FOR MUSIC
	<u>Listening and Responding to Music</u>
	I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning
	I can demonstrate a basic understanding of how feelings can connect with/relate to music.
	I can demonstrate some basic understanding of musical style
	I can demonstrate a basic understanding of how feelings can connect with/relate to music.
	I can demonstrate some basic understanding of musical style.
	<u>Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</u>
	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
	I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).
I can demonstrate a basic understanding of the importance of posture and technique when performing.	
I can demonstrate an understanding of the basic concepts of improvisation and composition.	

Y3	YEAR GROUP ENDPOINT EXPECTATIONS FOR MUSIC
	<u>Listening and Responding to Music</u>
	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
	I can identify and describe a variety of contrasting feelings as they relate to music.
	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.
	<u>Understanding and Using the Language of Music</u>
	I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.
	When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.
	I can make an informed decision as to which notes to use when composing and improvising with the song.
	<u>Developing Performance Awareness and Skills</u>
	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
	I can demonstrate an understanding of the importance of posture, diction and technique when performing.
	<u>When planning, rehearsing, introducing and performing the song</u>
	I can understand and make connections between the music encountered and the Social Theme.
	I can understand and apply learning from the Musical Spotlight.

Y4	YEAR GROUP ENDPOINT EXPECTATIONS FOR MUSIC
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	<u>Listening and Responding to Music</u>
	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
	I can identify and describe a variety of contrasting feelings as they relate to music.
	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.
	<u>Understanding and Using the Language of Music</u>
	I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.
	When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.
	I can make an informed decision as to which notes to use when composing and improvising with the song.
	<u>Developing Performance Awareness and Skills</u>
	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
	I can demonstrate an understanding of the importance of posture, diction and technique when performing.
	<u>When planning, rehearsing, introducing and performing the song</u>
	I can understand and make connections between the music encountered and the Social Theme.
	I can understand and apply learning from the Musical Spotlight.
	I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.

Y5	YEAR GROUP ENDPOINT EXPECTATIONS FOR MUSIC
	Listening and responding to Music
	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
	I can identify and describe a variety of contrasting feelings as they relate to music.
	Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.
	Listening and Responding to Music
	I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.
	When playing instrumental parts with the song, I can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should be able to read at least the simplest part of the piece).
	I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
	Developing Performance Awareness and Skills
	I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
	I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
	When planning, rehearsing, introducing and performing the song
	I understand and make connections between the music encountered and the Social Theme.
	I can understand and apply learning from the Musical Spotlight.
I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	

YEAR GROUP ENDPOINT EXPECTATIONS FOR MUSIC

Y6	Listening and Responding to Music
	I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
	I can identify and describe a variety of contrasting feelings as they relate to music.
	I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.
	Understanding and Using the Language of Music
	I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task
	When playing instrumental parts with the song, I can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (I should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.
	I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
	I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
	Developing Performance Awareness and Skills
	I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music
	I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing
	When planning, rehearsing, introducing and performing the song
	I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
	I can understand and make connections between the music encountered and the Social Theme.
I can understand and apply learning from the Musical Spotlight.	