

Bickerton Holy Trinity Music End Points

Year 1					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E.</p> <p>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films</p> <p>Identify the pulse Recognise the changes in pitch between high and low pitch within a small section of melody</p>	<p>Using a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment</p> <p>Perform chants</p> <p>Understand that symbols can be used to represent and organise sound</p> <p>Recognise the changes in pitch between high and low pitch within a small section of melody</p>	<p>Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments</p> <p>Perform short copycat rhythms accurately</p> <p>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment</p> <p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g.,</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E</p> <p>Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g.,</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E</p> <p>Develop a basic understanding of how music is organised e.g., beg, mid, end</p> <p>Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose Respond to the pulse in recorded / live music through movement and dance</p>	<p>Perform a simple accompaniment on percussion instruments showing an awareness of pulse</p> <p>Improvise simple vocal chants using question and answer phrases</p> <p>Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E</p> <p>Use music technology to capture, change and combine sounds</p> <p>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques Understand that symbols (pictures) can be used to represent and organise sound</p>

Bickerton Holy Trinity Music End Points

		<p>Twinkle Twinkle / Frere Jacques</p> <p>Respond to the pulse in recorded / live music through movement and dance</p> <p>Listen to sounds in the local environment and compare high and low sounds and long and short</p>	<p>Twinkle Twinkle / Frere Jacques</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Understand that symbols (pictures) can be used to represent and organise sound</p> <p>Develop a basic understanding of how music is organised e.g., beg, mid, end</p>		<p>Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose</p>
--	--	--	--	--	--

Bickerton Holy Trinity Music End Points

Year 2					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Create music in response to a non-musical stimulus</p> <p>Create rhythms using word phrases as a starting point and use these as ostinato</p> <p>Create and perform their own chanted rhythms (with the corresponding stick notation)</p> <p>Use graphic scores to reflect pitch and dynamics</p> <p>Recognise dot notation and match it to 3 note tunes played on tuned percussion</p> <p>Understand that music can be structured in different ways</p> <p>Respond independently to pitch changes heard in</p>	<p>Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved</p> <p>Create rhythms using word phrases as a starting point and use these as ostinato</p> <p>Use graphic scores to reflect pitch and dynamics</p> <p>Understand that different sounds suit different moods</p> <p>Comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth,</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control</p> <p>Sing short phrases independently / small groups within a singing game</p> <p>Change the way music is performed to reflect occasion e.g., lullaby</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Change words to songs and rhymes whilst maintaining rhythmic patterns</p> <p>Responding to the leader's directions and visual symbols of dynamics and tempo</p>	<p>Perform rhythmic accompaniments using a range of untuned percussion instruments</p> <p>Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved</p> <p>Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests</p> <p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments)</p> <p>Tap or clap the beat of a listening piece and recognise the tempo and any changes</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control</p> <p>Change the way music is performed to reflect occasion e.g., lullaby</p> <p>Use graphic scores to reflect pitch and dynamics</p> <p>Create a simple grid to record a 4 beat rhythmic pattern</p> <p>Understand that music can be structured in different ways</p> <p>Understand that different sounds suit different moods</p> <p>Begin to group beats in four and threes by demonstrating the strongest beat when clapping</p>	<p>Create music in response to a non-musical stimulus</p> <p>Work with a partner to improvise simple rhythmic and melodic question and answer phrases</p> <p>Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C) Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U) Comment</p>

Bickerton Holy Trinity Music End Points

<p>short melodic phrases indicating with actions</p>	<p>strings, brass) dynamics and texture (solo, multiple instruments)</p>	<p>Understand the difference between rhythm and pulse</p> <p>Move to music, responding to the mood and emotion</p>	<p>Understand the speed of the music can change</p>	<p>Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments)</p> <p>Identify the different parts of a piece of music e.g., verse and chorus in a song, intro</p>	<p>constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (Y2 U)</p>
--	--	--	---	---	---

Bickerton Holy Trinity Music End Points

Year 3					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Perform with a greater awareness of the inter-related dimensions of music</p> <p>Select, organise & order sounds, structuring musical ideas (e.g. beginning, middle and end)</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning</p> <p>Present multiple layers on graphic scores or rhythm grids</p> <p>Explain how different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can</p>	<p>Perform with a greater awareness of the inter-related dimensions of music</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet)</p> <p>Provide more opportunities to sing as a choir to an audience</p> <p>Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round</p>	<p>Develop opportunities to play tuned percussion or other melodic instruments i.e., recorder</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round</p> <p>Select, organise & order sounds, structuring musical ideas (e.g. beginning, middle and end)</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using</p>	<p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round</p> <p>Become more skilled in improvising inventing short on the spot responses using a limited note range</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just 3 notes (F, G and A are a good place to start)</p> <p>Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords</p> <p>Revise the staff, lines and spaces, and use treble clef. Use notation</p>	<p>Sing a widening range of unison songs of varying styles and structures with a pitch of a 5th (C – G), tunefully and with expression. Perform using Italian terms such as forte (loud) and piano (quiet)</p> <p>Provide more opportunities to sing as a choir to an audience</p> <p>Play and perform melodies following stave notation using a small range of 5 notes by the end of the year</p> <p>Perform simple parts with expression and awareness of rhythm e.g., a drone and an ostinato or a 2-part round</p> <p>Compose song accompaniments on untuned and tuned percussion using known rhythms, note values and simple chords</p>	<p>Provide more opportunities to sing as a choir to an audience</p> <p>Play and perform melodies following stave notation using a small range of 5 notes by the end of the year</p> <p>Compose in response to different stimuli and musical sources using a variety of sources such as percussion, music technology and instruments they are learning</p> <p>Compose a short piece of music with a given structure e.g. A B A, Call & Response, Verse / Chorus</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to</p>

Bickerton Holy Trinity Music End Points

<p>be combined and used with expression</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music</p> <p>Understand how sounds combine and create different effects on mood referring to the inter-related</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music</p>	<p>Have clear diction when singing to communicate lyrics effectively</p> <p>Understand and identify different sections of a song e.g. intro, verse, chorus & bridge</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music</p> <p>Understand a rest indicates silence in music (crotchet rest)</p> <p>Identify silent beats in music (rests)</p>	<p>just 3 notes (F, G and A are a good place to start)</p> <p>Use rests in simple rhythms recorded on a grid and link to music technology</p> <p>Use music technology e.g. keyboards, Garage Band and electronic sounds when composing resent multiple layers on graphic scores or rhythm grids</p> <p>Explain how different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression</p> <p>Introduce the stave, lines and spaces, and use clef. Use notation to show higher or lower pitch</p> <p>Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music</p>	<p>to show higher or lower pitch</p> <p>Apply word chants to rhythms understanding how to link each syllable to a musical note</p> <p>Use listening skills to correctly order phrases using dot notation showing different arrangements of 3 notes C D E</p> <p>Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument</p> <p>Identify silent beats in music (rests)</p>	<p>Compose a short piece of music with a given structure e.g A B A, Call & Response, Verse / Chorus</p> <p>Explain how different interrelated dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression</p>	<p>identify different styles of music</p> <p>Develop an ability to evaluate their own music and suggest improvements</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music</p> <p>Individually copy a short melodic phrase with stepwise movement using a range of 5 notes and beginning on C.</p>
--	--	---	--	---	---

Bickerton Holy Trinity Music End Points

		<p>Develop an ability to evaluate their own music and suggest improvements</p> <p>Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music</p>			
--	--	---	--	--	--

Bickerton Holy Trinity Music End Points

Year 4					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Continue to sing a broad range of unison songs with the range of an octave</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</p> <p>Perform in 2 or more parts from simple notation</p> <p>Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches</p> <p>Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with</p>	<p>Continue to sing a broad range of unison songs with the range of an octave</p> <p>Sing rounds and partner songs in different time signatures</p> <p>Perform in a variety of settings with an awareness of occasion and audience</p> <p>Perform in 2 or more parts from simple notation</p> <p>Use rhythmic notation to transcribe simple words and phrases</p> <p>Introduce and understand the relationship between minims, crotchets, paired quavers, and rests</p> <p>Identify and discuss the interrelated dimensions</p>	<p>Play and perform melodies following stave notation using a small range of notes</p> <p>Use music technology e.g., keyboards, Garage Band, electronic sounds when composing</p> <p>Begin to make decisions about the overall structure of compositions</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood</p> <p>Include a range of different instruments to create small ensembles when composing</p> <p>Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology</p>	<p>Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth)</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood</p> <p>Follow and perform simple rhythmic notation to a steady beat</p> <p>Introduce major and minor chords and use technology to demonstrate e.g interactive keyboard</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening</p> <p>Introduce the term 'chromatic'</p>	<p>Play and perform melodies following stave notation using a small range of notes</p> <p>Perform in 2 or more parts from simple notation</p> <p>Use music technology e.g., keyboards, Garage Band, electronic sounds when composing</p> <p>Begin to make decisions about the overall structure of compositions</p> <p>Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood</p>	<p>Continue to sing a broad range of unison songs with the range of an octave</p> <p>Perform in a variety of settings with an awareness of occasion and audience</p> <p>Use the inter-related dimensions of music when composing music to create a specific mood</p> <p>Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening</p> <p>Introduce and understand the relationship between</p>

Bickerton Holy Trinity Music End Points

<p>2, 3 or 4 beats per bar (2/4, 3/4, 4/4)</p> <p>Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology</p> <p>Read and perform pitch notation within a defined range (octave)</p> <p>Identify chordal accompaniment and melody understanding static and moving parts when listening</p> <p>Copy short melodic phrases including those using the pentatonic</p> <p>Identify and discuss the interrelated dimensions of music when listening to a piece of music</p> <p>Begin to identify key stylistic features within a genre of music</p> <p>Begin to develop a chronological</p>	<p>of music when listening to a piece of music</p>	<p>Identify and discuss the interrelated dimensions of music when listening to a piece of music</p> <p>Listen to a broad range of music from different times and places</p> <p>Identify and name crotchet and quavers in rhythmic patterns</p>	<p>Identify and discuss the interrelated dimensions of music when listening to a piece of music</p> <p>Begin to identify key stylistic features within a genre of music</p>	<p>Include a range of different instruments to create small ensembles when composing</p> <p>Read and perform pitch notation within a defined range (octave)</p> <p>Copy short melodic phrases including those using the pentatonic</p> <p>Identify and discuss the interrelated dimensions of music when listening to a piece of music</p> <p>Begin to identify key stylistic features within a genre of music</p>	<p>minims, crotchets, paired quavers and rests</p> <p>Copy short melodic phrases including those using the pentatonic</p> <p>Identify and discuss the interrelated dimensions of music when listening to a piece of music</p>
--	--	--	---	--	---

Bickerton Holy Trinity Music End Points

understanding of different styles of music Listen to a broad range of music from different times and places					
--	--	--	--	--	--

Bickerton Holy Trinity Music End Points

Year 5					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave</p> <p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments</p> <p>Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment</p>	<p>Improvise freely over a drone, developing a sense of shape and character using tuned percussion and melodic instruments</p> <p>Introduce semibreves and semiquavers and understand the relationship between semibreves, minims, crotchets and crotchet rest, paired quavers and semiquavers</p> <p>Understand the difference between 2/4, 3/4 and 4/4 time signatures</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses</p> <p>Listen to music from different times and places and identify their own uniqueness</p>	<p>Sing a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants</p> <p>Improvise over a simple groove, responding to the beat. Experiment with a wider range of dynamics (rap / beatbox)</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment</p> <p>Develop awareness of the inter-related dimensions of music and use the correct vocabulary in their responses</p> <p>Listen to music from different times and places</p>	<p>Using a broad range of songs, observe phrasing, accurate pitching and appropriate style e.g. raps / chants</p> <p>Sing and play 3 part rounds, partner songs and songs with a verse and chorus from different times and places</p> <p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs)</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave</p> <p>Compose over a pentatonic scale with a drone, ostinato and melody</p> <p>Understand how triads are formed, and play</p>	<p>lay melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment</p> <p>Introduce a major and minor scale e.g. C major and A minor and identify which notes are different</p> <p>Develop understanding of triads and play them on tuned percussion, melodic instruments or keyboards</p> <p>Develop awareness of the inter-related dimensions of music and use the</p>	<p>Perform simple, chordal accompaniments to familiar songs – (3 chord songs)</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following stave notation written on one stave</p> <p>Work in pairs to compose a short, structured piece e.g. ternary form A B A</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment</p> <p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band</p> <p>Develop understanding of triads and play them on</p>

Bickerton Holy Trinity Music End Points

<p>Record creative ideas using graphic symbols, rhythmic notation and time signatures, stave notation and technology – Garage Band</p> <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc</p> <p>Develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>	<p>Develop a cultural respect and celebrate differences in the music listened to (Y6 L)</p>	<p>and identify their own uniqueness</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>	<p>them on tuned percussion, melodic instruments or keyboards</p> <p>Listen to music from different times and places and identify their own uniqueness</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>	<p>correct vocabulary in their responses</p> <p>Recognise simple structures in the music that is being performed / listened to e.g. binary, ternary, verse / chorus etc</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>	<p>tuned percussion, melodic instruments or keyboards</p> <p>Develop awareness of the interrelated dimensions of music and use the correct vocabulary in their responses</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>
---	---	---	---	--	---

Bickerton Holy Trinity Music End Points

Year 6					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line</p> <p>Perform with control and sensitivity with some pupils leading and supporting others</p> <p>Compose melodies using major or minor scales ie C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Listen to music from different times and places and identify their own uniqueness</p>	<p>Perform with control and sensitivity with some pupils leading and supporting others</p> <p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition</p> <p>Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Compose a piece of music suitable for a particular occasion</p> <p>Discuss the features of a piece of music which work together to reflect a</p>	<p>Compose a piece of music suitable for a particular occasion</p> <p>Identify how specific musical techniques and devices contribute to the impact of a piece</p> <p>Use appropriate musical vocabulary to explain choices in composition</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>	<p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places</p> <p>Continue to sing and play 3 /4 part rounds</p> <p>Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line</p> <p>Perform with control and sensitivity with some pupils leading and supporting others</p> <p>Compose a melody to match a given lyric with sensitivity to stylistic features</p> <p>Understand semiquavers and minim rests and the relationship between semibreves, minims,</p>	<p>Perform with control and sensitivity with some pupils leading and supporting others</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Use chord changes as part of a sequence which may be improvised</p> <p>Compose an extended melodic phrase using the learnt scale e.g. pentatonic / blues scale</p> <p>Begin to identify melodies built around major and minor melodies and their associated keys</p> <p>Develop a cultural respect and celebrate differences in the music listened to</p>	<p>Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places</p> <p>Continue to sing 3 and play 4 part rounds</p> <p>Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians</p> <p>Perform with control and sensitivity with some pupils leading and supporting others</p> <p>Use prior music technology knowledge to source sounds for an intended effect and use within a composition</p> <p>Use a variety of textures and timbres when arranging a composition</p>

Bickerton Holy Trinity Music End Points

<p>Develop a cultural respect and celebrate differences in the music listened to</p> <p>Listen to a diverse range of genres, styles and traditions and identify stylistic features</p> <p>Listen to a wide range of live and recorded musicians</p>	<p>mood, culture or sense of occasion</p> <p>Present a well-formed opinion and show a willingness to engage with alternative perspectives</p>		<p>crotchets, quavers, semiquavers, crotchet, and minim rests</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion</p>		<p>to show a specific mood e.g. solos, small groups, whole class</p> <p>Extend improvised melodies beyond 8 beats</p> <p>Compose a piece of music suitable for a particular occasion</p> <p>Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion</p>
---	---	--	---	--	--