



St. John the Evangelist Music Curriculum End Points



Year Group	Musical Thread	End Points
EYFS	Musicianship	Keep a steady beat through movement and simple percussion. Notice and respond to changes in pitch, tempo and dynamics. Explore timbre using voices, instruments and everyday objects.
	Listening	Listen attentively to music and talk about how it makes them feel. Notice simple patterns and changes in music. Respond physically to music through movement and gesture.
	Singing	Sing simple songs and rhymes with a limited pitch range. Begin to match pitch in short phrases. Explore using the voice in different ways (speaking, whispering, singing).
	Composition	Create simple sound patterns using instruments and sound-makers. Experiment with making sounds to represent ideas, stories or feelings. Begin to organise sounds (loud/quiet, fast/slow).
	Performance	Join in with group singing and simple performances. Move in time with music. Share their music-making with others with growing confidence.
Year 1	Musicianship	Maintain a steady beat and recognise changes in tempo. Identify simple changes in pitch and dynamics. Recognise and describe different instrumental timbres.
	Listening	Express preferences and moods when listening to music. Identify simple musical elements (beat, pitch, loud/quiet). Recognise some common instruments by sound.
	Singing	Sing simple songs in unison with accurate pitch matching. Follow simple visual directions (stop/start, loud/quiet). Use the voice expressively.
	Composition	Improvise simple vocal chants and rhythmic patterns. Create short sequences of sounds in response to a stimulus. Begin to use simple graphic symbols to represent sounds.
	Performance	Keep a steady beat when moving or playing. Copy short rhythmic patterns. Perform simple pitched patterns on tuned percussion.
Year 2	Musicianship	Identify changes in pitch, dynamics, tempo and timbre. Understand the difference between pulse and rhythm. Group beats in twos and threes.



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	Listening	Recognise and describe musical elements with increasing accuracy. Identify instruments and understand that they have changed over time. Express opinions about music using simple vocabulary.
	Singing	Sing songs with a wider pitch range and clear melodic shape. Demonstrate dynamics and tempo changes when singing. Internalise a steady pulse using the 'thinking voice'.
	Composition	Improvise simple question-and-answer phrases. Compose short pieces using graphic, dot and stick notation. Use technology to capture and combine sounds (where available).
	Performance	Beat the pulse confidently using body percussion or instruments. Read and perform simple rhythm patterns (crotchets, quavers, rests). Follow graphic and simple pitch notation.
Year 3	Musicianship	Maintain the pulse and respond to tempo changes. Identify and use crotchets, quavers and rests. Recognise how pitch is shown in dot notation.
	Listening	Describe and compare music using musical vocabulary. Understand that music has changed over time. Identify instruments and musical features with growing accuracy.
	Singing	Sing a widening range of unison songs with expression. Perform simple rounds and partner songs. Follow written and physical symbols for dynamics and tempo.
	Composition	Improvise short melodic and rhythmic ideas using limited notes. Structure compositions with a beginning, middle and end. Combine rhythmic notation with letter names (do, re, mi).
	Performance	Play simple ostinati (repeated pattern) and melodic patterns. Read and clap 4-beat patterns using crotchets, quavers and rests. Perform with others, showing awareness of the audience.
	Musicianship	Identify and perform rhythms including minims, crotchets, quavers and rests. Follow simple staff notation (lines, spaces, clef). Maintain independent parts in two-part music.
Year 4	Listening	Describe how music reflects characters and moods. Compare music using a wider range of vocabulary. Understand that music continues to evolve over time.
	Singing	Sing with clear diction, accurate tuning and controlled breathing.



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		Perform canons, rounds and partner songs with increasing independence. Use dynamics, tempo and articulation expressively.
	Composition	Improvise using legato and staccato. Compose pentatonic phrases using rhythmic notation. Use major and minor chords to create mood. Record ideas using staff notation and technology.
	Performance	Play melodies using staff notation with developing fluency. Maintain ostinati or drones within ensemble pieces. Play by ear, copying short melodic phrases.
Year 5	Musicianship	Understand and perform semibreves, minims, crotchets, quavers and semiquavers. Recognise and perform in 2/4, 3/4 and 4/4 time signatures. Use a wide range of dynamics and articulation.
	Listening	Appraise music with detailed vocabulary relating to texture, structure and mood. Understand how music has progressed through sound and instrumentation. Compare pieces with multiple layers and contrasting emotions.
	Singing	Sing within an appropriate vocal range with accurate tuning and phrasing. Perform three-part rounds and partner songs. Use dynamics, tempo and articulation confidently.
	Composition	Improvise freely over drones or simple grooves. Compose melodies in C major or A minor using paired phrases. Compose ternary pieces with rhythmic or chordal accompaniment.
	Performance	Read and perform rhythmic phrases including semiquavers. Follow pitch notation with increasing control. Perform in solo and ensemble contexts with fluency and expression.
	Musicianship	Confidently perform complex rhythms including semibreves to semiquavers and rests. Understand and apply time signatures with accuracy. Maintain independent parts in multi-layered ensemble pieces.
Year 6	Listening	Appraise and compare music using advanced musical vocabulary. Understand how music has progressed through purpose, sound and instrumentation. Analyse structure, texture and expressive features with confidence.
	Singing	Sing a broad range of songs with accurate tuning, phrasing and stylistic awareness. Perform in harmony (three- and four-part rounds, simple harmony lines). Refine use of dynamics, tempo and articulation.
	Composition	Improvise extended melodic ideas over chord changes.



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		<p>Compose 8–16 beat pentatonic melodies with rhythmic variety. Compose ternary pieces using chords, structure and technology. Notate compositions accurately using staff notation.</p>
	Performance	<p>Perform melodies, basslines and chords with increasing fluency and control. Play by ear, copying longer melodic phrases. Read and perform confidently from staff notation. Demonstrate professionalism and etiquette in performance contexts.</p>