



## St. John's Music Curriculum End Points



Year Group	Charanga Focus	Curriculum End Points
<b>EYFS (Reception)</b>	Exploring sound, singing games, simple percussion	<ul style="list-style-type: none"><li>- Sing and join in with familiar songs and rhymes.</li><li>- Move to music and respond to changes in tempo and dynamics.</li><li>- Explore sound using voice and simple instruments.</li><li>- Show an emerging understanding of rhythm and pitch.</li></ul>
<b>Year 1</b>	Pulse and rhythm, pitch, singing games	<ul style="list-style-type: none"><li>- Sing simple songs in tune and with expression.</li><li>- Keep a steady beat and perform basic rhythms.</li><li>- Identify high/low pitch and fast/slow tempo.</li><li>- Use instruments to create and perform simple patterns.</li></ul>
<b>Year 2</b>	Rhythm and pitch development, instruments	<ul style="list-style-type: none"><li>- Sing songs with more accurate pitch and dynamics.</li><li>- Maintain rhythm and beat using instruments or body percussion.</li><li>- Compose short rhythmic patterns using symbols.</li><li>- Describe music using simple vocabulary (loud, quiet, fast).</li></ul>
<b>Year 3</b>	Introduction to notation, tuned instruments	<ul style="list-style-type: none"><li>- Read and perform simple notation (crotchets, quavers).</li><li>- Sing with increased pitch accuracy and breath control.</li><li>- Improvise short melodic/rhythmic phrases.</li><li>- Perform in ensemble using tuned percussion or recorder.</li></ul>
<b>Year 4</b>	Improvisation, composition, standard notation	<ul style="list-style-type: none"><li>- Compose and notate simple musical pieces using symbols or standard notation.</li><li>- Perform confidently in a group using tuned instruments.</li><li>- Improvise using a wider range of notes and rhythms.</li><li>- Identify musical structure (e.g., verse/chorus).</li></ul>



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<b>Year 5</b>	Cultural genres, structure and form	<ul style="list-style-type: none"><li>- Sing and perform with confidence and control.</li><li>- Use standard notation to compose and read short melodies.</li><li>- Evaluate and compare music from different traditions.</li><li>- Improvise and compose for a given purpose or structure.</li></ul>
<b>Year 6</b>	Music history and legacy, advanced composition	<ul style="list-style-type: none"><li>- Perform expressively as a soloist or in ensemble settings.</li><li>- Compose structured pieces using musical devices (e.g., motifs, repetition).</li><li>- Use notation accurately and fluently.</li><li>- Critically appraise a range of genres using correct terminology.</li></ul>