



Cliftonville Music Curriculum Endpoints

By the end of Y1:

- sing songs with contrasting high and low melodies
- control vocal dynamics, duration and timbre
- identify and keep a steady beat using instrument
- play fast, slow, loud, and quiet sounds on percussion instruments
- create, play and combine simple word rhythms
- invent and perform new rhythms to a steady beat
- identify whether sounds are created by tuned or untuned instruments
- recognise and respond to changes in tempo in music.

By the end of Y2:

- understand pitch through singing and movement
- sing with expression, paying attention to the pitch shape of the melody
- listen to and repeat rhythmic patterns on body percussion and instruments
- play pitch lines on tuned percussion
- perform and create simple three- and four-beat rhythms using a simple score
- combine sounds to create a musical effect in response to visual stimuli
- use simple musical vocabulary to describe music
- identify ways of producing sounds, differing the duration.

By the end of Y3:

- sing in two-part harmony
- sing in two parts (two different melodies) with movement and percussion
- read graphic notation to play a melody on tuned instruments
- read graphic notation and master techniques to play a range of tunes on an ocarina
- perform a pentatonic song with tuned and untuned accompaniment
- arrange an accompaniment with attention to balance and musical effect
- use a score and combine sounds to create different musical textures
- describe how sounds are produced and how instruments are classified
- recognise rhythm patterns, pitch shapes and metre in a piece of music.

By the end of Y4:

- combine singing, playing and dancing in a performance
- read graphic notation and master techniques to play a range of tunes on a recorder
- play a pentatonic song with leaps in pitch on tuned percussion
- play and sing repeated patterns (ostinati) from staff notation
- compose an introduction for a song
- compose and notate pentatonic melodies on a graphic score
- understand how rhythmic articulation affects musical phrasing
- match short rhythmic phrases with rhythm notation

By the end of Y5:

- sing with attention to accuracy in rhythm, pitch and dynamics
- read graphic notation and master techniques to play a range of tunes on a violin

- sing and play percussion in a group piece with changes in tempo and dynamics
- play as part of an ensemble, focusing on steady beat and placing notes accurately together
- interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities
- play and improvise using the whole tone scale
- evaluate and refine compositions with reference to the inter-related dimensions of music
- hear and understand the features of the whole tone scale
- identify changes in tempo and their effects.

By the end of Y6:

- refine vocal performances with consideration of posture, breathing and enunciation
- learn to sing major and minor note patterns accurately
- demonstrate understanding of pitch through singing from simple staff notation
- read graphic notation and master techniques to play a range of tunes on a violin
- follow and interpret a complex graphic score for four instruments
- play tuned instrumental parts confidently from graphic scores with note names
- revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music
- compose programme music from a visual stimulus
- experience and understand the effect of changing harmony.