



Burnside Primary School
Music
End of Year Expectations

By the end of Year Reception, we expect the children to:

- Enjoy listening and dancing to funk music
- Others will be able to talk about funk music
- Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear
- Copy back the rhythm of words from the video
- Clap the rhythm of words from the song
- Clap a whole line of the song
- Play the pulse with a pitched note or untuned percussion instrument
- Add one pitched sound to the rhythm of words and short phrases from the song
- Enjoy playing and experimenting with 2-note or 3-note patterns
- Choose one of the songs and perform it with any actions you have created
- Listen back to the performance
- Enjoy the challenge of performing with just the backing track and adding actions to the songs
- Learn to sing the songs in unison with support
- Add actions or substitute a word in some sections
- Enjoy singing songs from memory

By the end of Year 1, we expect the children to:

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music
- Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer
- Use their imagination to find the pulse.
- Copy and clap back rhythms.
- Clap the rhythm of their name
- Clap the rhythm of their favourite animal
- Clap the rhythm of their favourite colour
- Sing in unison and in two parts
- Play instrumental parts
- Play accurately and in time as part of the performance

By the end of Year 2, we expect the children to:

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music
- Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals
- Recognise all or many of the instruments they can hear
- March in time with the pulse
- Be an animal finding the pulse. Clap rhythms (long + short sounds whilst marching to the pulse)
- Know that rhythm is different to the pulse
- Copy and clap back rhythms
- Clap the rhythm of their name
- Create simple rhythms themselves
- Recognise that songs sometimes have a question and answer section and a chorus.
- Play accurately and in time

By the end of Year 3, we expect the children to:

- Identify the piece's structure: Introduction, verse, chorus
- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer
- Find the pulse while listening.
- Copy rhythm and note patterns when playing an instrument
- Play, invent rhythmic and melodic patterns
- Sing in 2 parts
- Play instrumental parts accurately and in time, as part of the performance
- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition

By the end of Year 4, we expect the children to:

- Identify the themes: Equality, civil rights
- Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong
- Copy back, play, invent rhythmic and melodic patterns
- Sing in unison.
- Play instrumental parts accurately and in time, as part of the performance
- Can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.

By the end of Year 5, we expect the children to:

- Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse
- Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).
- Find the pulse whilst listening.
- Participate in rhythm and pitch copy back, and Question and Answer.
- Sing in two parts. Play instrumental parts accurately and in time as part of the performance.

- Can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition
- Record the performance and discuss their thoughts and feelings towards it afterwards

By the end of Year 6, we expect the children to:

- Describe the structure of the song
- Identify the instruments/voices they can hear
- Talk about the musical dimensions used in the song.
- Participate in more complicated rhythm and pitch copy back, and Question and Answer.
- Play/sing parts accurately and in time as part of the performance
- Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition
- Record the performance and discuss their thoughts and feelings towards it afterwards