

<p>By the end of EYFS children should...</p> <ul style="list-style-type: none"> • Use music to inspire imaginative movement. • Be able to copy and follow instruction. • Listening and learning to sing nursery rhymes. • To perform in a group. • To learn what pitch/rhythm/pitch sounds like but not introduced specifically to this language.
<p>By the end of Year 1 children should...</p> <ul style="list-style-type: none"> • Listen to a variety of music using different styles. • Start to identify instruments used. • Start to find and internalise the pulse using movement. • Start using basic musical language - pitch/rhythm, tempo/pitch and dynamics.. • Describe feelings towards music. • Begin to understand the importance of working together as part of a group when singing. • To play an instrument using simple notes- and treat it with respect.
<p>By the end of Year 2 children should...</p> <ul style="list-style-type: none"> • Listen to a variety of music from different styles, traditions and times and begin to identify where in the world they are from. • Begin to understand that pulse is the foundation of all music • Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to. • Begin to listen, with respect to other people's ideas and feelings towards music. • Understand why we warm up our voices. • To play an instrument and begin to recognise that music has a language e.g notation. • Make up simple improvisations on my own.
<p>By the end of Year 3 children should...</p> <ul style="list-style-type: none"> • Listen with increasing concentration to a variety of music from all over the world and the different instruments used. • Explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music. • Use more musical words/language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure. • To play an instrument and to experience playing together as a group. • To improvise my own rhythms to go with the notes that my teacher has given me.
<p>By the end of Year 4 children should...</p> <ul style="list-style-type: none"> • Begin to place music in its historical context based on different instruments and their sounds. • To understand that every piece of music has a pulse but it is different. • To understand and can explain more musical words/language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure. • Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song. • To play an instrument and to see how music is written down when we play instruments. • To improvise confidently.
<p>By the end of Year 5 children should...</p> <p>To recognise/identify different style indicators and different instruments and their sounds.</p> <ul style="list-style-type: none"> • To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. • To use musical words/language to describe the music that is listened to. <p>To play an instrument and to play tunes and improvise and compose</p> <p>To sing in parts and solo</p>
<p>By the end of Year 6 children should...</p> <ul style="list-style-type: none"> • To confidently recognise/identify different style indicators and different instruments and their sounds. •To understand and can explain that the pulse is the foundation upon which all other dimensions are built and to recognise when people are out of time. • To use musical words/language to describe feelings towards the music. • To understand that when we sing, we should know what the song is about and how the melody and words work together. • To play an instrument and to play solos. • To feel more confident when improvising with more notes independently.