

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