

Music – End of Year Expectations

A child meeting the expected standard is able to ...

EYFS

- explore and experiment with sounds
- listen with enjoyment and respond to songs, music and rhymes
- make up their own songs and rhymes
- recognise and explore how sounds can be changed
- sing simple songs from memory
- recognise repeated sounds and sound patterns
- match movements to music
- move to the steady beat with control and coordination

Year 1

- use their voice to speak, sing and chant
- use instruments to perform
- make different sounds with their voice and instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing

Year 2

- sing and follow a melody
- perform simple patterns and accompaniments keeping a steady pulse
- play simple rhythmic patterns on an instrument
- sing or clap increasing and decreasing tempo
- order sounds to create a beginning, middle and an end
- can create music in response to different starting points
- can choose sounds which create an effect
- use symbols to represent sounds
- make connections between notations and musical sounds
- listen out for particular things when listening to music
- can improve their own work

Year 3

- sing a melody with expression
- play clear notes on instruments
- use elements in their composition
- create repeated patterns with different instruments
- compose melodies and songs
- create accompaniments for melodies
- combine different sounds to create a specific mood or feeling
- use musical vocabulary to describe a piece of music and compositions
- use musical vocabulary to describe what they like or dislike about a piece of music
- improve their work, explaining how it has been improved

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • perform a simple part rhythmically • sing songs from memory with accurate pitch • improvise using repeated patterns • explain why silence is often needed in music and explain what effect it has • identify the character in a piece of music • can explain why silence is often needed in music and what effect it has • identify the character in a piece of music • identify and describe the different purposes of music • begin to identify the style of work of well-known classical composers • read standard musical notation • play a brass instrument alone and perform with others 	<ul style="list-style-type: none"> • breathe in the correct place when singing • maintain their own part when performing with others • improvise within a group using melodic and rhythmic phrases • change sounds or organise them differently to change the effect • compose music which meets specific criteria • use notation to record groups of pitches (chords) • choose the appropriate tempo for a piece of music • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful • suggest improvements to their own work and that of others • contrast the works of famous composers and explain their preferences 	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance • use a variety of different musical devices in their composition (including melody, rhythms and chords) • evaluate how the venue, occasion and purpose affects the way a piece of music is created • analyse features within different pieces of music • compare and contrast the impact that different composers from different times have had on people of that time