



Early Years Foundation Stage			
Expressive Arts and Design – Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them Being imaginative They represent their own ideas, thoughts and feelings through music			
Year 1	Year 2	Year 3	Year 4
I can concentrate and listen to a piece of music	I can listen to and understand different pieces of live and recorded music	I can listen with direction to a range of high quality music	I can confidently recognise a range of musical instruments and the different sounds they make
I can find the pulse by moving my body	I can find the pulse and keep it in my head	I can confidently recognise a growing range of musical instruments	I can confidently recognise and explore a range of musical styles and traditions and know their basic indicators
I can use musical words and phrases to describe a piece of music	I can improvise a simple rhythm using different instruments including my voice	I can find the pulse in songs/music with confidence	I can use musical language to appraise a piece or style of music
I can name different musical instruments	I can understand that timbre describes the character or quality of sound	I can understand that improvisation is when a composer makes up a tune within boundaries	I can copy increasingly challenging rhythms using body percussion and untuned instruments
I can say what I like or dislike about a piece of music and describe how it makes me feel	I can understand that texture describes the layers within the music	I can understand that composition is when a composer write down and records a musical ideas	
I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse	I can understand that structure describes how different sections of music is ordered	I can sing songs with multiples parts with increasing confidence	
I can listen to , copy and repeat a simple rhythm or melody	I can describe a piece of music using musical language	I can play and perform in solo or ensemble	
I can understand that tempo describes how high or low sounds are	I can confidently perform rhymes, raps and songs	I can understand some formal, written notation which includes crotchets, quavers, minims and rests	

I can understand that tempo describes how fast or slow the music is	I can understand that the words in a song can affect its melody	I can begin to listen to and recall sounds with increasing aural memory	
I can understand that dynamics describes how loud or quiet the music is	I can sing a song in two parts		
I can perform rhymes, raps and songs	I can use tuned and untuned classroom percussion to compose and improvise		
I can follow the conductor	I can play instruments using the correct techniques and respect		
I can understand how to sing musically after warming up sitting or standing up well so I project the sounds confidently	I can practise rehearse and perform music to an audience with confidence		