



End of Year Expectations

Foundation 1	
Expected	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed <p>Being imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Foundation 2	
Expected	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate. • Try to move in time with music. • Children sing songs • Make music and dance and experiment with ways of changing them. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 1	
Expected	<ul style="list-style-type: none"> • Most children should know that music has a steady pulse, like a heartbeat. • Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. • Others will create their own rhythms.
Year 2	
Expected	<ul style="list-style-type: none"> • Most children should know that music has a steady pulse. • Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. • Some will know that rhythms are different from the pulse. • Some will know that we add high and low sounds, pitch, when we sing and play our instruments. • Others will create their own rhythms.
Year 3	
Expected	<ul style="list-style-type: none"> • Most children should know the difference between pulse and rhythm. • Others will know how pulse, rhythm and pitch work together to create a song.
Year 4	
Expected	<ul style="list-style-type: none"> • Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. • Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.
Year 5	
Expected	<ul style="list-style-type: none"> • Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. • Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.
Year 6	
Expected	<ul style="list-style-type: none"> • Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. • Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.