

Assessment Document Music

Singing songs with control

Y1 Children can sing expressively and confidently in a large group at their own pitch.

Children can sing a melody at their own pitch.

Y2 Children begin to recognise phrase lengths and correct breathing places when singing.

Children can follow pitch movements with their hands and use high, low and middle voices.

Y3 Children can recognise the structure of a song – introduction, verse and chorus.

Children can identify phrases within songs.

Y4 Children can sing songs with an awareness of elements – timbre, tempo, dynamics.

Children can maintain a simple part within a group (harmony).

Y5 Children can hold a part within a round.

Children can demonstrate an increasing awareness of posture, diction and breathing.

Y6 Children can sing a harmony part confidently and accurately.

Children can perform with controlled breathing and phrasing.

Listening, memory and movement

Y1 Children can respond physically when performing, composing and appraising music.

Children can express their own opinions about different pieces of music – likes/dislikes

Y2 Children can recognise changes in pitch and dynamics.

Children can express opinions about different genres of music using musical terms.

Y3 Children can demonstrate accurate use of the musical terms: duration, beat, tempo, texture, pulse to describe music.

Children can evaluate music using musical vocabulary to justify personal choices.

Y4 Children can demonstrate the correct use of the musical terms: timbre, pitch, silence, dynamics, duration, harmony.

Children can recognise the layers of sound and discuss their effects on mood and feelings.

Y5 Children can recognise the cultural significance of two different genres of music e.g. modern, classical.

Children can identify cyclic patterns within music.

Y6 Children can evaluate at least three longer pieces of music by modern and classical composers and identify several features.

Children can identify the sense of occasion and choose an appropriate style of music for a special or important event e.g. celebration, memorial

Controlling pulse and rhythm

Y1 Children can identify the pulse and join in with different pieces of music.

Children can begin to use symbols to represent a composition and use them in performance.

Y2 Children can perform a rhythm to a given pulse.

Children can create their own short rhythmic patterns.

Y3 Children can devise non-standard symbols to indicate when to play and rest, moving to standard notation for crotchets and rests by the end of this year.

Children can identify the difference between pulse and rhythm.

Y4 Children can recognise the musical symbols for crotchet, minim, quaver, semibreve and rest.

Children can identify repeated patterns used in a variety of music - ostinato

Y5 Children can identify different speeds of pulse (tempo) by clapping and moving.

Children can perform an independent part whilst maintaining a steady beat.

Y6 Children can subdivide the pulse whilst keeping a steady beat.

Children can identify the metre of different songs through recognising the pattern of strong/weak beats.

Exploring Sounds

Y1 Children can identify five classroom instruments by sight and sound.

Children can create and choose sounds in response to a given stimuli e.g. text, feeling

Y2 Children can identify how sounds can be changed.

Children can identify the main groups of instruments in an orchestra by sight and sound.

Y3 Children can recognise the notation on the musical stave EGBDF and FACE

Children can explore different patterns within the pentatonic scale of C Major CDEFG, using three notes.

Y4 Children can identify and recall melodic patterns within pentatonic scale using five notes – CDEFG

Children can begin to record pitch using standard notation on the musical stave.

Y5 Children can explore melody using 5-8 sounds on the C Major scale.

Children can explore and control different ways percussion instruments make sound.

Y6 Children can internalise short melodies and play these on pitched instruments percussion (play by ear).

Children can identify ways to create mood and purpose using these sounds.

Playing instruments with increasing control

Y1 Children can handle and play instruments with control, following instructions on how and when to play.

Y2 Children can change sounds to reflect different stimuli – in response to text, topic, mood

Children can create a sequence of repeating different sounds.

Y3 Children can repeat simple patterns on djembe or other non-pitched percussion instruments.

Children can compose simple patterns on djembe or other non-pitched percussion instruments.

Y4 Children can perform simple accompaniments on tuned instruments e.g. ukelele, glockenspiel

Children can perform simple melodies on tuned instruments e.g. ukelele, glockenspiel

Y5 Children can perform simple accompaniments on tuned instruments e.g. violin

Children can perform simple melodies on tuned instruments e.g. violin

Y6 Children can develop opportunities to perform with their instruments.

Children can play instruments with increasing confidence and accuracy.

Composition

Y1 Children can create a mixture of long/short/loud/quiet sounds.

Children can create a mixture of low/high sounds.

Y2 Children can sequence sounds to create a specific event.

Children can select sounds to make a specific effect both using instruments and digital technology.

Y3 Children can collaborate with others to create a piece of music suggesting improvements.

Children can create an accompaniment to a known song.

Y4 Children can improvise simple melodies based on the pentatonic scales –CDEFG

Children can compose pieces of music using digital technologies.

Y5 Children can compose a short song to own lyrics based on everyday phrases.

Children can write lyrics to a known song.

Y6 Children can explore, select and combine a range of different sound sources to compose a soundscape.

Children can record using standard notation.