

ASSESSMENT OF MUSIC

YEAR 1

Age related coverage

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding of high quality live and recorded music
- Experiment with, create, select and combine sounds using the inter related dimensions of music

Key Vocabulary

- Beat
- Beater
- Cymbal
- Drum
- High (sound)
- Listen
- Loud
- Low (sound)
- Perform
- Quiet
- Shaker /Maraca
- Steady beat
- Tambourine
- Tempo
- Triangle
- Tune
- Voice

Musical Skills Map					
Performing singing	Performing Instruments	Composing	Notation	Appraising	Listening
-Can they use their voice to speak / sing / chant? -Do they join in with singing? -Can they respond to musical indications about when to sing? -Can they respond musically with increasing accuracy to a call (high/low,	-Can they clap short rhythmic patterns? -Can they use instruments to perform a simple piece or rhythmic accompaniment to a song? -Can they respond to musical indications about when to play? -Can they respond musically with	-Can they make a range of sounds with their voice? -Can they make a range of sounds with instruments? -Can they identify changes in sounds? -Can they tell the difference between long and short sounds? -Can they make a sequence of	-Can they represent sounds pictorially?	-Can they form an opinion to express how they feel about a piece of music? --Can they recognise repeated patterns? -Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?	-Can they listen to a piece of music with focus and concentration? -Can they respond to different moods of music in different ways?

loud/quiet, fast/slow) and keep a steady pulse?	increasing accuracy to a call (high/low, loud/quiet, fast/slow) and keep a steady pulse?	sounds for a purpose?		-Can they hear the pulse in a piece of music? --Can they describe how sounds are made and changed? -Can they respond to different moods in music and say how a piece of music makes them feel?	
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Greater Depth

-Can they sing in tune Can they repeat short melodic patterns?	-Can they repeat short rhythmic patterns? -	-Can they give a reason for choosing an instrument?	-Can they read any musical notation?	-Can they identify what sounds could represent and give a reason why? -Use appropriate musical vocabulary -	-Can they identify texture – listening for whether there is more than one sound at the same time? -Can they identify musical structure in a piece of music (eg, verse, chorus etc.) -Can they identify any instruments?
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ASSESSMENT

PERFORMING – SINGING.

MUST (WT)	SHOULD (AT)	COULD (GD)
Join in with speaking, singing and chanting activities	- Sing accurately at a given pitch and follow the melody - Respond to musical indications when singing	- Sing songs from memory with accurate pitch. - Control their voice when singing - Perform by ear - Perform from simple notation - Take a lead or solo part

PERFORMING – INSTRUMENTS.

MUST (WT)	SHOULD (AT)	COULD (GD)
- Copy sounds. = Use instruments to perform short rhythmic patterns	- Perform instruments with others, keeping to the pulse - Respond to musical indications when playing	- Perform in a small group - Improvise using repeated patterns - Perform by ear - Perform from simple notation - Take a lead or solo part

COMPOSING.

MUST (WT)	SHOULD (AT)	COULD (GD)
-Can make a range of sounds using instruments	-Considers pitch, dynamics and length of sounds when creating music to a specific brief	-Can change sounds or organise them differently to change the effect - Can explain why they have chosen a particular instrument

NOTATION.

MUST (WT)	SHOULD (AT)	COULD (GD)
-Can recognise musical graphic notation	-Can use simple pictures or symbols to represent their composition -Can perform using graphic notation	-Can recognise notes, rests and other musical symbols and be starting to use them to record or play music

MUSICIANSHIP AND APPRAISING.

MUST (WT)	SHOULD (AT)	COULD (GD)
-Respond in words and actions	-Listen out for particular aspects and can describe or respond to the music effectively	-Begin to use musical vocabulary to discuss their work -Evaluate their performance or composition and identify successes and ideas for improvement

LISTENING.

MUST (WT)	SHOULD (AT)	COULD (GD)
-Listen with concentration	-Listen with focus and join in with discussions	-Use appropriate musical vocabulary within the discussion and notice inter related dimensions of music

WORK TO BE ASSESSED.

Musical Skill	Unit of work	Timing
Performing singing	During singing sessions each lesson	Ongoing throughout the year
Performing instruments	-Performing a steady beat -Copy back rhythms -Scales and Octaves -Blues bassline -Using a graphic score	Ongoing throughout the year Ongoing throughout the year Autumn 2 – <i>Mozart Rondo</i> Spring 1 – <i>Blues unit</i> Summer 2 – <i>Happy Haunting</i>
Composing	-Combining sounds expressively to a brief -March	Autumn 1 – <i>Descriptive music</i> Autumn 2 – <i>Mozart Rondo</i>

	<ul style="list-style-type: none"> -Song elements – verse and chorus -Cups composition -Choosing appropriate instruments to interpret graphic score for expression and effect 	<p>Spring 2 – <i>Pop Songs</i></p> <p>Summer 1 – <i>Sea shanties</i></p> <p>Summer 2 – <i>Happy Haunting</i></p>
Notation	<ul style="list-style-type: none"> -Graphic score (scales and octaves) -Musical notation of Blues bassline -Notation of crotchets, quavers and minims -Following and creating graphic notation video -Graphic score for composition and performance 	<p>Autumn 2 - <i>Mozart Rondo</i></p> <p>Spring 1 – <i>Blues</i></p> <p>Spring 2 – <i>Q and A rhythms</i></p> <p>Summer 1 – <i>Sea Shanties – cups pieces</i></p> <p>Summer 2 – <i>Happy Haunting</i></p>
Musicianship and Appraising	<ul style="list-style-type: none"> -Walk, jogging, stride by movement (Crotchet, quavers, minim) -Choosing appropriate instruments for descriptive music -Understanding scales and octave -Recognising Blues Recognising Sea shanties -Understanding and using musical vocabulary 	<p>Autumn 1 – <i>Musicianship sessions each lesson</i></p> <p>Autumn 1 – <i>Descriptive Music</i></p> <p>Autumn 2 – <i>Mozart Rondo</i></p> <p>Spring 1 – <i>Blues</i></p> <p>Summer 2 – <i>Sea Shanties</i></p> <p>Ongoing throughout the year</p>
Listening	During listening work	Ongoing throughout the year

YEAR 2

Age related coverage

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding of high quality live and recorded music
- Experiment with, create, select and combine sounds using the inter related dimensions of music

Key Vocabulary

- Accompany
- Body percussion
- Chime bar
- Chord
- Claves
- Compose
- Duration
- Ostinato
- Percussion
- Phrase
- Pitch

Musical Skills Map					
Performing singing	Performing Instruments	Composing	Notation	Musicianship / Appraising	Listening
-Can they sing songs as an ensemble following the melody well? -Can they perform in an ensemble with instructions from the leader (eg, hand signals to indicate pitch and duration of notes)? -Can they sing a pulse increasing or decreasing in tempo?	-Can they play simple patterns on an instrument? -Can they play / clap a pulse increasing or decreasing in tempo? -Do they have control when playing instruments? -Can they perform musical patterns keeping a steady beat?	-Can they order sounds to create a beginning, middle and end? -Can they choose sounds to achieve an effect (including technology)? -Can they begin to compose short melodic patterns using two or three notes (tuned instruments / voice)? -Can they create short rhythmic patterns – sequences of long and short sounds? -Are they selective in the control used on an instrument in order to create an intended effect? -Can they choose sounds to create an effect on the listener?	-Can they follow the melody using their voice or instrument? -Can they create their own symbols to represent sounds?	-Can they independently identify the pulse in a piece of music and tap along? -Can they listen carefully to recall short rhythmic patterns? -Can they begin to recognise changes in timbre, dynamics and pitch? - Are they able to recognise and name different instruments by sight? -Can they evaluate and improve their own work and give reasons?	-Can they identify particular features when listening to music? -Can they begin to associate sounds they hear with instruments? -Listen to simple inter – related dimensions of music. -Verbally recall what they have heard with simple vocabulary – loud, quiet, high, low -Begin to say what they like and dislike
Greater Depth					
-Can they understand the	-Can they understand the	-Can they use simple structures	-Can they recognise and interpret		-Can they tell whether a change

importance of a warm up? -Can they sing patterns in contrasting dynamics; keeping to the pulse?	importance of a warm up? -Can they play rhythmic patterns in contrasting dynamics; keeping to the pulse?	(eg, repetition and order) in a piece of music? -Do they know that phrases are when we breathe in a song?	quavers, crotchets and minims?		(eg, pitch, tempo, dynamics, texture and timbre) is gradual or sudden and describe its effect?
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ASSESSMENT

PERFORMING – SINGING.

MUST (WT)	SHOULD (AT)	COULD (GD)
-Join in with speaking, singing and chanting activities. -Can sing accurately at a given pitch and follow the melody	-Can sing songs from memory with accurate pitch and control their voice when singing -Can follow performance directions --Can keep a steady pulse when singing -Are able to increase and decrease tempo when singing	-Understand the value of a warm up --Sing with varied dynamics

PERFORMING - INSTRUMENTS.

MUST (WT)	SHOULD (AT)	COULD (GD)
-Can copy sounds. -Can use instruments to perform and clap short rhythmic patterns. - Can perform with others, keeping the pulse	-Can perform rhythms from memory using an instrument -Can follow performance directions --Can keep a steady pulse when playing an instrument -Are able to increase and decrease tempo when playing an instrument	Understand the value of a warm up --Play with varied dynamics

COMPOSING

MUST (WT)	SHOULD (AT)	COULD (GD)
-Can choose sounds to achieve an effect	-Can order sounds to create a beginning, middle and end -Can begin to compose short melodic patterns using two or three notes -Can create short rhythmic patterns – sequences of long and short notes	- Choose instruments selectively for particular sounds and effects -Can use simple structures - Show an understanding of phrasing

NOTATION

MUST (WT)	SHOULD (AT)	COULD (GD)
-Can represent sounds pictorially	- Graphic representation of sound shows increasing relevance -Can create own symbols to represent sounds	-Recognise and can interpret quavers, crotchets and minims

MUSICIANSHIP / APPRAISING.

MUST (WT)	SHOULD (AT)	COULD (GD)
Be able to listen to music with focus and concentration	Can evaluate and improve their work by changing particular elements	Confidently describe the music created or performed and offer opinions and suggestions with musical reasons and using musical vocabulary

LISTENING.

MUST (WT)	SHOULD (AT)	COULD (GD)
Can listen out for particular elements in the music	They are beginning to use musical words to discuss music, eg, duration, pulse, tempo, pitch, dynamics, texture, simple structure and timbre (instrumental sounds and materials)	-Confidently describe the music listened to and offer opinions with musical reasons and using musical vocabulary

WORK TO BE ASSESSED.

Musical Skill	Unit of work	Timing
Performing singing		
Performing instruments		
Composing		
Notation		
Appraising		
Listening		