

**Music – Assessment – KS1 Year 1**

<b><u>Assessment focus</u></b>	<b><u>Teacher Comments</u></b>	<b><u>Pupils working above – next steps</u></b>	<b><u>Pupils working just below – next steps</u></b>	<b><u>Pupils working below – next steps</u></b>	<b><u>% on track or above</u></b>
<p><b><u>Autumn 1: singing, musicianship, performance</u></b>                      - Respond to simple visual directions, e.g. stop, start, counting in</p> <p><b><u>Singing</u></b>                      - Begin to demonstrate good posture when singing (standing up straight, shoulders relaxed)                      - Sing simple songs and rhymes from memory</p> <p><b><u>Musicianship</u></b>                      - Treat instruments with care and respect                      - Add actions to the song</p> <p><b><u>Pulse/beat</u></b>                      - Demonstrate an awareness of pulse/beat when moving to music</p> <p><b><u>Rhythm</u></b>                      - Perform short repeating rhythm patterns</p>					
<p><b><u>Autumn 2: listening</u></b>                      - Demonstrate a basic understanding of how feelings may relate to music</p>					
<p><b><u>Spring 1: improvising and composing</u></b></p> <p><b><u>Improvising</u></b>                      - Understand that improvisation means making up your own very simple tunes on the spot                      - <i>Improvise following a steady beat</i></p> <p><b><u>Composing</u></b>                      - Recognize how graphic notation can represent sounds, exploring and inventing own symbols</p>					

<u>Assessment focus</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b>Spring 2: singing, musicianship, performance</b></p> <ul style="list-style-type: none"> <li>- Respond to simple visual directions, e.g. loud, quiet, counting in</li> <li>- Follow pictures and symbols to guide singing and playing</li> </ul> <p><b>Singing</b></p> <p>Sing simple raps and chants from memory</p> <p><b>Musicianship</b></p> <ul style="list-style-type: none"> <li>- Begin to demonstrate good posture and technique when playing</li> <li>- Play a part on a tuned or untuned instrument by ear</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of, long and short note durations</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of, high and low pitches</li> </ul>					
<p><b>Summer 1: listening</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning</li> </ul>					
<p><b>Summer 2: improvising and composing</b></p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p><b>Improvising</b></p> <ul style="list-style-type: none"> <li>- Begin to create personal musical ideas using the given notes for the unit</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- Perform simple compositions using two or three notes</li> </ul>					

**Music – Assessment – KS1 Year 2**

<b><u>Unit / Key Learning</u></b>	<b><u>Teacher Comments</u></b>	<b><u>Pupils working above – next steps</u></b>	<b><u>Pupils working just below – next steps</u></b>	<b><u>Pupils working below – next steps</u></b>	<b><u>% on track or above</u></b>
<p><b><u>Autumn 1: singing, musicianship and performance</u></b>                      - Talk about the performance afterwards, saying what they enjoyed and what could be improved  <b><u>Singing</u></b>                      - Sing or rap from memory                      - <b><u>Musicianship</u></b>                      - Play with others while keeping in time with a steady beat  <b><u>Pulse/beat</u></b>                      - Demonstrate an awareness of pulse/beat when performing music  <b><u>Rhythm</u></b>                      - Perform short repeating rhythm patterns while keeping in time with a steady beat</p>					
<p><b><u>Autumn 2: listening</u></b>                      - Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning                      - Demonstrate a basic understanding of how feelings relate may to music</p>					
<p><b><u>Spring 1: improvising and composing</u></b>  <b><u>Improvising</u></b>                      - Create personal musical ideas using the given notes for the unit                      - Create improvisations that emphasize the importance of the home note                      - <i>Improvise following a steady beat</i>  <b><u>Composing</u></b>                      - Perform simple compositions using four or five notes                      - Start and end melodies on note one                      - Recognize how graphic notation can represent sounds, exploring and inventing own symbols</p>					

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Spring 2: singing, musicianship and performance</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge of dynamics and tempo by responding to the conductor’s directions and to visual symbols</li> <li>- Listen for being in or out of time</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate good posture when singing (standing up straight, shoulders relaxed)</li> <li>- Sing collectively and at the same pitch</li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate good posture and technique when playing</li> <li>- Perform parts in the context of a song</li> </ul> <p><b><u>Rhythm</u></b></p> <ul style="list-style-type: none"> <li>- Use, and demonstrate an understanding of, long and short note durations</li> </ul> <p><b><u>Pitch</u></b></p> <ul style="list-style-type: none"> <li>- Use, and demonstrate an understanding of, high and low pitches</li> </ul>					
<p><b><u>Summer 1: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning</li> <li>- Demonstrate a basic understanding of musical style by recognising differences between Pop and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> </ul>					
<p><b><u>Summer 2: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- Create personal musical ideas reflecting the style of the backing track</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- <i>Create a melody in keeping with the style of the backing track</i></li> <li>- Use music technology to capture, change and combine sounds</li> </ul>					

**Music – Assessment – LKS2 Year 3**

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Autumn 1: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning</li> <li>- Identify and describe feelings as they relate to music</li> <li>- Demonstrate a basic understanding of musical style by recognising differences between Pop and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> </ul>					
<p><b><u>Autumn 2: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- Follow a steady beat and stay in time</li> <li>- <i>Include rests</i></li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create a melody in keeping with the style of the backing track</li> <li>- Perform their compositions</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- A time signature (4/4)</li> <li>- A treble clef</li> <li>- Dynamics instructions (<i>forte</i>, <i>piano</i>)</li> </ul>					
<p><b><u>Spring 1: singing, musicianship, performance</u></b></p> <ul style="list-style-type: none"> <li>- Show an awareness of following the beat; listen for being in or out of time</li> <li>- Talk about the strengths of the performance</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate good posture when singing</li> <li>- Sing from memory</li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- Treat instruments with care and respect</li> <li>- Demonstrate good posture and technique when playing</li> <li>- Play a melodic part by ear</li> <li>- Play together while keeping the beat</li> </ul>					

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Spring 2: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning</li> <li>- Identify and describe feelings as they relate to music</li> <li>- Demonstrate an understanding of the musical styles: Pop, 20<sup>th</sup>/21<sup>st</sup> Century Orchestral and Gospel and a broad understanding of the cultural and historical connections of this music</li> </ul>					
<p><b><u>Summer 1: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- Create music with phrases</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create a four- melody using Music Notepad</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- The right notes for the scale and key signature</li> <li>- A melody that starts and ends on note one</li> <li>- Rhythmic combinations of minims, crotchets <i>and paired quavers</i></li> <li>- Tempo instructions (allegro, adagio)</li> </ul>					
<p><b><u>Summer 2: singing, musicianship, performance</u></b></p> <ul style="list-style-type: none"> <li>- Follow the conductor</li> <li>- Talk about the strengths of the performance and what they would like to change</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Sing from <i>notation</i></li> <li>- Sing in unison tunefully and with expression</li> <li>- Sing with clear diction</li> <li>- <i>Sing with attention to breathing, phrasing and the meaning of the words</i></li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- Follow staff notation using a small range</li> <li>- Playing the right notes with <i>secure rhythms</i></li> </ul>					

**Music – Assessment – LKS2 Year 4**

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>		<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Autumn 1: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning</li> <li>- Identify and describe feelings as they relate to music</li> <li>- Demonstrate an understanding of the musical styles: Pop, 20<sup>th</sup>/21<sup>st</sup> Century Orchestral and Gospel and a broad understanding of the cultural and historical connections of this music</li> </ul>					
<p><b><u>Autumn 2: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- Follow a steady beat and stay in time</li> <li>- <i>Include rests</i></li> <li>- <i>Create music with phrases</i></li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create a melody in keeping with the style of the backing track</li> <li>- Perform their compositions</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- A time signature (4/4)</li> <li>- A treble clef</li> <li>- The right notes for the scale and key signature</li> <li>- A melody that starts and ends on note one</li> <li>- Rhythmic combinations of minims, crotchets <i>and paired quavers</i>,</li> <li>- Tempo instructions (allegro, adagio)</li> <li>- Dynamics instructions (forte, piano, crescendo, decrescendo)</li> </ul>					
<p><b><u>Spring 1: singing, musicianship and performance</u></b></p> <ul style="list-style-type: none"> <li>- Follow musical instructions from a leader</li> <li>- Listen for being in or out of time</li> <li>- Talk about the strengths of the performance and what they would like to change</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Sing from memory <i>or notation</i></li> <li>- Sing in unison tunefully and with expression</li> <li>- Sing with clear diction</li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- Play a melodic part by ear</li> <li>- Follow staff notation using a small range</li> <li>- Play the right notes <i>with secure rhythms</i></li> </ul>					

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Spring 2: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning</li> <li>- Identify and describe feelings as they relate to music</li> <li>- Demonstrate an understanding of the differences in musical style between pop, jazz and folk music</li> <li>- Demonstrate a broader understanding of the cultural and historical connections of the music – pop, jazz and folk music</li> </ul>					
<p><b><u>Summer 1: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- Include smooth (<i>legato</i>) and detached (<i>staccato</i>) articulation when playing</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create a six-bar melody using Music Notepad</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests</li> <li>- Tempo instructions (<i>allegro</i>, <i>adagio</i>, <i>accelerando</i>, <i>rallentando</i>)</li> <li>- Dynamics instructions (<i>forte</i>, <i>piano</i>, <i>crescendo</i>, <i>decrescendo</i>)</li> <li>- Articulation instructions (<i>legato</i>, <i>staccato</i>)</li> <li>- Structured ideas to create music that has a beginning, middle and end (e.g. question and answer phrases)</li> <li>- Steps and leaps in the melody</li> </ul>					
<p><b><u>Summer 2: singing, musicianship and performance</u></b></p> <ul style="list-style-type: none"> <li>- Follow musical instructions from a leader</li> <li>- Listen for being in or out of time</li> <li>- Talk about the strengths of the performance and what they would like to change</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Listen for being in or out of tune</li> <li>- Sing with attention to breathing, phrasing and the meaning of the words</li> <li>- Sing with attention to <i>staccato</i> and <i>legato</i></li> </ul> <p><b><u>Musicianship</u></b></p>					

<ul style="list-style-type: none"><li>- Play a melodic part on a tuned instrument by <i>notation</i></li><li>- Follow staff notation using a small range</li><li>- Play the right notes <i>with secure rhythms</i></li></ul>					
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**Music – Assessment – UKS2 Year 5**

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Autumn 1: improvising and composing</u></b>  <b><u>Improvising</u></b>                      - Follow a steady beat and stay in time                      - <i>Include smooth (legato) and detached (staccato) articulation</i>  <b><u>Composing</u></b>                      - Create a melody in keeping with the style of the backing track                      - Perform their compositions  <b><u>Compositions include:</u></b>                      - A time signature                      - A treble clef                      - The right notes for the scale and key signature                      - A melody that starts and ends on note one                      - Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests                      - Tempo instructions (allegro, adagio, accelerando, rallentando)                      - Dynamics instructions (forte, piano, crescendo, decrescendo, fortissimo, pianissimo)                      - Articulation instructions (legato, staccato)                      - <i>Structured ideas to create music that has a beginning, middle and end (e.g. question and answer phrases)</i></p>					
<p><b><u>Autumn 2: singing, musicianship and performance</u></b>                      - Follow and respond to a conductor                      - Talk about the strengths of the performance and what they would like to change  <b><u>Singing</u></b>                      - Sing from memory or notation                      - Listen for being in or out of tune                      - Sing with clear diction                      - <i>Sing expressively, with attention to staccato and legato</i>  <b><u>Musicianship</u></b>                      - Play a melodic part by ear                      - Follow staff notation using a small range                      - Play together while keeping the beat</p>					

<b><u>Unit / Key Learning</u></b>	<b><u>Teacher Comments</u></b>	<b><u>Pupils working above – next steps</u></b>	<b><u>Pupils working just below – next steps</u></b>	<b><u>Pupils working below – next steps</u></b>	<b><u>% on track or above</u></b>
<p><b><u>Spring 1: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning</li> <li>- Identify and describe feelings as they relate to music</li> <li>- Demonstrate an understanding of the differences in musical style between pop, jazz, folk, Gospel and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> <li>- Demonstrate a broader understanding of the cultural and historical connections of the music – pop, jazz, folk, Gospel and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> </ul>					
<p><b><u>Spring 2: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- Include rhythm patterns created from quavers, crotchets, semiquavers, minims and their corresponding rests</li> <li>- Include loud and quiet dynamics</li> <li>- Create musical phrases</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create an eight-bar melody using Music Notepad</li> <li>- Record ideas using graphic symbols, rhythm notation and time signatures and/or staff notation</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests</li> <li>- Dynamics instructions (forte, piano, crescendo, decrescendo, fortissimo, pianissimo, mezzo forte, mezzo piano)</li> </ul>					
<p><b><u>Summer 1: singing, musicianship and performance</u></b></p> <ul style="list-style-type: none"> <li>- Follow and respond to a conductor</li> <li>- Show an awareness of following the beat, listening for being in or out of time and trying to correct themselves</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Sing expressively with a sense of ensemble and performance, observing phrasing, pitching and dynamics accurately</li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- <i>Play a more challenging part</i></li> </ul>					
<p><b><u>Summer 2: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning</li> <li>- Identify and describe feelings as they relate to music</li> <li>- Demonstrate an understanding of the differences in musical style between pop, jazz, reggae and hip hop</li> </ul>					

- Demonstrate a broader understanding of the cultural and historical connections of the music- reggae and hip hop					
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**Music – Assessment – UKS2 Year 6**

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Autumn 1: improvising and composing</u></b></p> <p><b><u>Improvising!</u></b></p> <ul style="list-style-type: none"> <li>- Follow a steady beat and stay in time</li> <li>- Include rhythm patterns created from quavers, crotchets, semiquavers, minims and their corresponding rests</li> <li>- Include loud and quiet dynamics</li> <li>- Create musical phrases</li> <li>- Include smooth (legato) and detached (staccato) articulation when playing</li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create a melody in keeping with the style of the backing track</li> <li>- Perform their compositions</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- The right notes for the scale and key signature</li> <li>- Rhythmic combinations of semibreves, minims, crotchets, paired quavers and semiquavers, with their corresponding rests</li> <li>- Tempo instructions (allegro, adagio, accelerando, rallentando)</li> <li>- Dynamics instructions (forte, piano, crescendo, decrescendo, fortissimo, pianissimo, mezzo forte, mezzo piano)</li> <li>- Articulation instructions (legato, staccato)</li> <li>- Structured ideas to create music that has a beginning, middle and end (e.g. question and answer phrases)</li> </ul>					
<p><b><u>Autumn 2: singing, musicianship and performance</u></b></p> <ul style="list-style-type: none"> <li>- Follow and respond to a conductor</li> <li>- Show an awareness of following the beat, listening for being in or out of time and trying to correct themselves</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate good posture when singing</li> <li>- Sing from memory or notation</li> <li>- Listen for being in or out of tune</li> <li>- Sing with clear diction</li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- Follow staff notation using a small range</li> <li>- Play together while keeping the beat</li> <li>- <i>Play a more challenging part</i></li> </ul>					

<u>Unit / Key Learning</u>	<u>Teacher Comments</u>	<u>Pupils working above – next steps</u>	<u>Pupils working just below – next steps</u>	<u>Pupils working below – next steps</u>	<u>% on track or above</u>
<p><b><u>Spring 1: listening</u></b></p> <ul style="list-style-type: none"> <li>- Identify and describe feelings as they relate to music</li> <li>- Use appropriate musical language with confidence to describe and discuss the music</li> <li>- Demonstrate an understanding of the differences in musical style between pop, jazz, reggae, hip hop, Gospel and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> <li>- <i>Discuss what they think the composer is trying to communicate</i></li> </ul>					
<p><b><u>Spring 2: improvising and composing</u></b></p> <p><b><u>Improvising</u></b></p> <ul style="list-style-type: none"> <li>- <i>Improvise for longer periods, as a soloist and in response to others in a group</i></li> </ul> <p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>- Create a twelve-bar melody using Music Notepad</li> </ul> <p><b><u>Compositions include:</u></b></p> <ul style="list-style-type: none"> <li>- Steps and leaps in the melody</li> </ul>					
<p><b><u>Summer 1: singing, musicianship and performance</u></b></p> <ul style="list-style-type: none"> <li>- Talk about the strengths of the performance and what they would like to change</li> </ul> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- Sing expressively, with attention to breathing, phrasing, and articulation (staccato, legato)</li> <li>- Develop confidence as a soloist</li> </ul> <p><b><u>Musicianship</u></b></p> <ul style="list-style-type: none"> <li>- <i>Play a more challenging part</i></li> </ul>					
<p><b><u>Summer 2: listening</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate a broader understanding of the cultural and historical connections of the music in particular: folk, pop, jazz, reggae, hip hop, soul, Gospel and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> <li>- Discuss the style of the music using correct vocabulary related to structure and elements of music in particular: folk, pop, jazz, reggae, hip hop, soul, Gospel and 20<sup>th</sup> /21<sup>st</sup> Century Orchestral music</li> </ul>					