

Subject: Music	Key assessment criteria	
Year 1	Year 2	Year 3
<p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike).</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> </ul>	<p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in music they listen to.</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Identifying melodies that move in steps.</li> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others' work. .</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> <li>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Selecting and creating longer sequences of</li> </ul>	<p><b>Listening and Appraising</b></p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p><b>Performing</b></p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p><b>Composing</b></p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p>

<ul style="list-style-type: none"> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> <li>• Performing from graphic notation.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Creating simple melodies using a few notes.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Creating a simple graphic score to represent a composition.</li> <li>• Beginning to make improvements to their work as suggested by the teacher.</li> </ul> <p>Key Vocabulary Tuned, rhythm, pulse, mood, verse, loud and soft, texture, tempo, notation</p>	<p>appropriate sounds with voices or instruments to represent a given idea or character.</p> <ul style="list-style-type: none"> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul> <p>Key Vocabulary Tuned, rhythm, pulse, mood, verse, loud and soft, texture, tempo, notation</p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Key Vocabulary Key, pentatonic, notation, timbre, layer, reading</p>
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Area of Learning & Development: **Expressive Arts & Design**

Aspect: **Exploring & Using Media & Materials**

### Listening and Appraising

- Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Exploring lyrics by suggesting appropriate actions.
- Exploring the story behind the lyrics or music.
- Listening to and following a beat using body percussion and instruments.
- Considering whether a piece of music has a fast, moderate or slow tempo.
- Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying high and low pitch.
- Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics.
- Understanding that different instruments make different sounds and grouping them accordingly

### Performing

- Using their voices to join in with well-known songs from memory.
- Remembering and maintaining their role within a group performance.
- Moving to music with instruction to perform actions. Participating in performances to a small audience.
- Stopping and starting playing at the right time

### Composing

- Playing untuned percussion 'in time' with a piece of music.
- Selecting classroom objects to use as instruments.
- Experimenting with body percussion and vocal sounds to respond to music.
- Selecting appropriate instruments to represent action and mood.
- Experimenting with playing instruments in different ways.

Key Vocabulary: High and low notes, pulse, rhythm, chorus, crescendo