



## Key Skills Assessment Criteria

Subject: Music

	Listening	Performing	Composing
<b>Nursery</b>	Throughout nursery the children will cover these objectives: <ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> </ul> Imitates movement in response to music. <ul style="list-style-type: none"> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Captures experiences and responses with a range of media, such as music.</li> <li>• Has some favourite rhymes, songs, poems or jingles.</li> <li>• Enjoys rhyming and rhythmic activities.</li> </ul>		
<b>Reception</b>	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Begins to build a repertoire of songs and dances Explores the different sounds of instruments 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		
<b>Year 1</b>	Recognise Tempo Recognise Dynamics Use appropriate musical language to describe what is heard.	Sing songs and rhythms Play untuned instruments to simple rhythms Perform as part of an ensemble	Choose the best percussion instruments to use for particular tasks/characters. Identify and utilise dynamics and tempo to describe characteristics. Use layering to create a composition
<b>Key Questions</b>	Can I choose the right sounds for a character? What is pitch? How can I change my expression when singing to convey meaning? Which percussion instruments sound best with our song?		
<b>Year 2</b>	Identify differences in Pitch. Repeat back basic rhythms. Use appropriate musical language to describe what is heard.	Sing using dynamics Play simple rhythms on tuned and untuned instruments. Perform as part of a small group	Choose a pattern of notes to play. Identify how dynamics and tempo can describe characteristics. Use layering to create a composition

Key Questions	<p>How can I use my body language to communicate a song?</p> <p>Can I choose and combine the right sounds for a character?</p> <p>Which notes on a glockenspiel combine well to make a tuneful melody?</p> <p>Which notes sound good when I play them together?</p>		
Year 3	<p>Identify the tempo and Dynamics and structure using musical vocabulary. (forte, piano, fortissimo, etc.)</p> <p>Identify common instruments in recorded performances.</p> <p>Use appropriate musical language to describe what is heard</p>	<p>Perform repeating patterns on tuned percussion</p> <p>. Generally play correct notes t on tuned instruments.</p> <p>Maintain a pulse within a performance.</p>	<p>Enhance performances by choosing appropriate dynamics.</p> <p>Sustain an improvisation using a given set of notes.</p> <p>Create a composition based on a given set of notes.</p>
Key Questions	<p>Can I identify the tempo of music and maintain a pulse?</p> <p>Can I improvise in untuned instruments?</p> <p>How can I play 'clean' sounding note on a ukulele</p>		
Year 4	<p>Describe mental images produced by music</p> <p>Identify instruments of the orchestra</p> <p>Use appropriate musical language to describe what is heard</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Sing with expression</p> <p>Maintain a pulse as part of an ensemble</p>	<p>Choose patterns of notes to play.</p> <p>Start to comprehend notation (stave position =pitch), Crotchet, Minim, quavers and their respective rests.</p>
Key Questions	<p>Can I recognize instruments by sound?</p> <p>Can I create a piece using ostinato?</p> <p>What is a pentatonic scale?</p> <p>Which dynamics sounds best in my performance?</p>		
Year 5	<p>Identify the tempo and Dynamics and structure using musical vocabulary.</p> <p>Identify instruments of the orchestra</p>	<p>Perform with increasing dexterity.</p> <p>Sing with expression</p> <p>Maintain an independent part in an ensemble.</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p> <p>Compose in small groups and explore compositional devices retrograde, inversion, augmentation and diminution. (backwards, upside-down, double the length, halve the length)</p>
Key Questions	<p>Can I use music vocabulary when describing music?</p> <p>What is minimalist music?</p> <p>How does expression effect my singing?</p> <p>Can I compose my own rhythms?</p>		
Year 6	<p>Identify the tempo, dynamics, structure and texture using musical vocabulary accurately.</p> <p>Identify instruments of the orchestra.</p>	<p>Accurately play correct notes on tuned instruments.</p> <p>Sing with expression, dynamics and sustain longer notes.</p> <p>Maintain independent part in small group performance.</p> <p>Interpret alternative forms of notation into performance.</p>	<p>Compose rhythms and notes individually in sections of music.</p> <p>Compose as a class, judging if a note 'sounds' right or in time.</p> <p>Explore and justify graphic notation.</p>
Key Questions	<p>Can I identify tempo and dynamics?</p> <p>What is Gamelan music?</p> <p>How can I adjust my breathing to sustain longer notes when singing?</p> <p>How can I create a musical selfie?</p> <p>What is graphic score?</p>		