Key Skills Assessment Criteria

Subject: <u>Music</u>

	Listening	Performing	
Nursery	To listen to a range of nursery rhymes. To be able to play some percussion instruments loudly or quietly Listen with increased attention to sounds.	To add to their repertoire of songs. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') .Play instruments with increasing control to express their feelings and ideas	To b or in Play
Reception	To pitch match. To associate genres of music with characters and stories To talk about whether the like or dislike a piece of music. To move in time to music.	To sing and perform nursery rhymes. To join in with year group singing time.To perform a song in the Christmas Play. To sing the melodic shape of familiar songs. To begin to build up a repertoire of songs. To sing entire songs. To perform songs at the Easter Concert	To e To c To c
Year 1	Recognise Tempo Recognise Dynamics Use appropriate musical language to describe what is heard.	Sing songs and rhythms Play untuned instruments to simple rhythms Use Body Percussion to perform songs Perform as part of an ensemble	Us Ch tas Ide Us
Key Questions	Can my body be an instrument? How can I change my expression when singing to convey meaning? Can i make spikey and smooth sounds?		

Year 2	Identify differences in Pitch. Repeat back basic rhythms. Use appropriate musical language to describe what is heard.	Sing using dynamics Perform body percussion with dynamics Play simple rhythms on tuned and untuned instruments. Perform as part of a small group	Ch Ide Us
Key Questions	Can I choose and combine the right sounds for a character? Which notes on a glockenspiel combine well to make a tuneful melody? Can I make loud and quiet sounds?		
Year 3	Identify the tempo and Dynamics and structure using musical vocabulary. (forte, piano, fortissimo, etc.) Identify common instruments in recorded performances. Use appropriate musical language to describe what is heard	Perform repeating patterns on tuned & untuned percussion. Generally play correct notes to use on tuned instruments. Maintain a pulse within a performance.	En Su Cr
Key Questions	Can I identify the tempo of music and maintain a pulse? Can I improvise on untuned instruments? How can I play 'clean' sounding notes when playing ukulele?		
Year 4	identify musical elements in recorded performances Identify instruments of the orchestra Use appropriate musical language to describe what is heard	Accurately play correct notes on tuned instruments. Sing with expression Use several body percussion sounds to accompany a song in time. Maintain a pulse as part of an ensemble	Ch Us the
Key Questions	Can my body be an instrument? Can I create a piece using ostinato? Which dynamics sounds best in my performance?		
Year 5	Identify the tempo and Dynamics and structure using musical vocabulary. Identify instruments of the orchestra Comment on and appraise extracts with appropriate musical vocabulary	Perform with increasing dexterity. Sing with expression Maintain an independent part in an ensemble.	Co Co tim Co ret do Ex
Key Questions	Can I use music vocabulary when describing music? What is minimalist composition? What is Graphic Score?		
Year 6	Identify the tempo, dynamics, structure and texture using musical vocabulary accurately. Identify instruments of the orchestra.	Accurately play correct notes on tuned instruments. Sing with expression, dynamics and sustain longer notes. Maintain independent part in small group performance. Perform music from another culture	Co Co Co

Key Questions	How can I create a musical selfie?
	What is Gamelan music?
	How can I adjust my breathing to sustain longer notes when singing?