



## Key Skills Assessment Criteria 2025-2026



### Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs</p> <p>To listen to a range of nursery rhymes.</p> <p>To begin to show an interest in musical instruments.</p>	<p>To sing some familiar rhymes.</p> <p>To add to their repertoire of songs.</p> <p>Sing a large repertoire of songs (linked to C&amp;L)</p> <p>To be able to play some percussion instruments loudly or quietly.</p>	<p>To listen to rhymes such as humpty dumpty and talk about where these things come from and what we use them for.</p> <p>Listen with increased attention to sounds</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
<b>Reception</b>	<p>Listen carefully to new and familiar nursery rhymes and songs, identifying rhyming words and repetition.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. (linked to C&amp;L)</p> <p>Remember and sing entire songs and explore pitch through copying an adult in pitch-matching games.</p> <p>Join in with familiar childhood nursery rhymes/songs, copying actions and performing.</p> <p>Explore pitch through musical instruments and link to movement.</p> <p>Learn to keep a steady beat using different body parts.</p>	<p>To perform a song in the Christmas Play.</p> <p>To learn and perform a poem at the Christmas Concert.</p> <p>Learn rhymes, poems and songs. (linked to C&amp;L)</p> <p>To join in with year group singing time.</p> <p>To pitch match.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To sing entire songs.</p>	<p>To join in with year group singing time.</p> <p>To create musical patterns using untuned instruments.</p> <p>To move in time to music, including space themed songs.</p>	<p>To perform songs at the Easter Concert.</p> <p>To join in with year group singing time.</p> <p>To associate genres of music with characters and stories.</p>	<p>To join in with year group singing time.</p> <p>To follow a musical pattern to play tuned instruments.</p> <p><b>Key Question:</b> How does funk music make us want to move?</p>	<p>To join in with year group singing time.</p> <p>To create own compositions using tuned instruments.</p>
	<b>Listening</b>		<b>Performing</b>		<b>Composing</b>	

<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 Use Body Percussion to perform songs Perform as part of an ensemble	Use basic notation to complete a rhythm grid 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>	How can music make us feel different emotions? Can I use actions to enhance my singing performance? How can music help us to tell stories and imagine new worlds?		
<b>Year 2</b>	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	Choose a pattern of notes to play. Identify how dynamics and tempo can describe characteristics. Use layering to create a composition
<b>Key Questions</b>	Can I create rhythm through words? How do musicians work together to make music? How can music help us show friendship and kindness?		
<b>Year 3</b>	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.	Enhance performances by choosing appropriate dynamics. Sustain an improvisation using a given set of notes. Create a composition based on a given set of notes.
<b>Key Questions</b>	How can music share messages of hope and positivity? How can music help us learn about different cultures and traditions? How does music bring people together?		
<b>Year 4</b>	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	Choose patterns of notes to play.  Use notation (stave position =pitch), Crotchet, Minim, quavers and their respective rests. To complete a rhythm grid
<b>Key Questions</b>	How can music tell stories about people and places? How can we use musical patterns to create our own tunes? Can I sing and perform with expression?		
<b>Year 5</b>	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.	Compose rhythms and notes individually in sections of music. Compose as a class, judging if a note 'sounds' right or in time. Compose in small groups and explore compositional devices retrograde, inversion, augmentation. (backwards, upside-down, double the length)  Explore alternative notation systems

Key Questions	How can we use improvisation to express ourselves in music?		
	How can music tell stories about who we are and where we come from?		
	How can music inspire us to keep going when things get tough?		
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	Compose rhythms and notes individually in sections of music. Compose as a class, judging if a note 'sounds' right or in time. Compose music inspired by other composers.
Key Questions	How can music help us to express our identity?		
	How can improvisation help musicians communicate and create together?		
	How does music spread happiness and positivity?		