

Progression and Assessment in Music

EYFS	<p>I can use my voice in different ways e.g. whispering, talking, singing, thinking</p> <p>I have begun to find my singing voice, both on my own and with others and can sing a repertoire of chants and 2 and 3 tone songs from memory</p> <p>I can play my instruments safely and pick them up and put them down quietly</p> <p>I can remain quiet whilst waiting for a turn</p> <p>I can start and stop when playing with others</p> <p>I can watch and follow the leader's signals when playing or singing</p> <p>I can sit or stand to perform to people I know</p> <p>I can differentiate between fast / slow and loud / quiet when listening or playing</p> <p>I can listen to instructions within a song and react accordingly</p> <p>I can respond to music with movement, e.g. stomp, tiptoe, walk, run and show an awareness of pulse</p> <p>I understand that different instruments produce different sounds and can classify sound makers e.g. shake, tap, scrape</p> <p>I can choose sounds to accompany a song or story</p>
Year 1	<p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words</p> <p>I can sit silently with an instrument and can perform to people I don't know</p> <p>I can keep a steady pulse and play at different speeds</p> <p>I can copy a simple rhythm and can differentiate between pulse and rhythm</p> <p>I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps</p> <p>I can control changes in tempo with my body, and instruments, e.g. faster/slower</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</p> <p>I can describe music and express my feelings and opinions through various means eg words, thumbs up</p> <p>I can choose and order sounds and patterns and use pictures to represent the sounds</p> <p>I can differentiate between long and short sounds and use them when composing, notating my patterns</p> <p>I can choose sounds to represent ideas (eg shakers for leaves falling off a tree)</p>
Year 2	<p>I can use internalization (the thinking voice) with some accuracy and control</p> <p>I can practice and refine performances in groups and as a class</p> <p>I can suggest and control changes to performances and compositions by using the opposites (faster/slower, louder/quieter, higher/lower)</p> <p>I can perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning / mood</p> <p>I can listen to music with increasing discernment saying what I like and dislike about it</p> <p>I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse</p> <p>I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree)</p> <p>I can use words / pictures / symbols to represent sounds and create rhythm patterns</p> <p>I can create and perform simple melodies using two tones on a tuned instrument</p> <p>I can compose in a small group with other children</p>
Year 3	<p>I can sing in tune with expression (using dynamics, phrasing)</p> <p>I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction)</p> <p>I can perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)</p> <p>I can listen to short extracts and respond to specific questions, eg about the genre, structure</p> <p>I can recognise families of instruments and ensembles – orchestra, choir, etc</p> <p>I can improve my own work stating how it has been improved using musical vocabulary</p> <p>I can create and perform simple rhythmic and melodic patterns as part of a team</p> <p>I can share ideas and listen to others when working on a composition</p>

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	<p>I can explore and create melodies that use steps and leaps and a wider range of notes</p> <p>I can select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful</p>
Year 4	<p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs and 2 part rounds</p> <p>I can set a starting pitch for a song</p> <p>I can carry on if I make a mistake in a performance</p> <p>I can perform by ear and by using forms of notation</p> <p>I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time</p> <p>I can recognize ensembles (orchestra, choir, etc) and identify families of instruments and world instruments (wind, brass, African drums etc)</p> <p>I can use an extended musical vocabulary to express personal taste</p> <p>I can create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group</p> <p>I can improvise a rhythm over a steady pulse</p> <p>I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms</p> <p>I can show an understanding of scales in my compositions and performances, e.g. pentatonic, blues etc</p> <p>I can both be in charge of a group, and take directions when working on a composition</p>
Year 5	<p>I can sing or play expressively to a variety of audiences in different types of venue (e.g. Town Hall)</p> <p>I can lead a group by counting in, beating time etc</p> <p>I can tap a pulse in different metres (2, 3, 4, 5)</p> <p>I can compare music of contrasting styles and genres using appropriate vocabulary</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not</p> <p>I can use an octave to compose and improvise melodies</p> <p>I understand the concept of, and use, the 'home note' when composing</p> <p>I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions</p> <p>I can use a graphic score with a more complex texture</p> <p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape</p> <p>I can plan a composition, alone or in a group, and monitor its development</p>
Year 6	<p>I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction</p> <p>When singing, I can maintain my own part with accurate pitch whilst hearing other parts</p> <p>I can use the inter-related dimensions to improve the quality of my performances when singing or playing</p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance</p> <p>I can recover from mistakes in a performance</p> <p>I can listen to longer extracts and describe using knowledge of inter-related dimensions of music</p> <p>I can understand and use chords in sequences</p> <p>I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy</p> <p>I can use the inter-related dimensions to improve the quality of my compositions</p> <p>I can create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations</p> <p>I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music</p> <p>I can recognise and use simple staff notation</p>

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For further support or information please contact:

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