**Assessment Expectations in Music**

**Expected Standard**

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| **A Year 1 musician can:** |
| **Singing** - Sing simple songs.  **Listening** - Begin to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to.  **Composition** – Create musical sound effects in response to a stimuli using classroom instruments or the voice. Recognise how graphic notation can represent created sounds, explore and create own symbols.  **Musicianship** – Respond to the pulse and tempo changes in recorded or live music. To clap, play on percussion or sing simple rhythm patterns maintaining a steady beat. To be able to identify high and low sounds and begin to develop an understanding of pitch.  **Keywords –** pulse/beat, dynamics (forte, piano), graphic score. |
| **A Year 2 musician can:** |
| **Singing –** Sing songs with increasing vocal control. Know the meaning of dynamics and tempo and demonstrate these when singing.  **Listening –** To continue to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to.  **Composition –** Create music in response to a non-musical stimulus. Use graphic symbols, dot and stick notation to keep a record of composed pieces.  **Musicianship –** To be able to mark the beat of a listening piece and recognise tempo changes. Begin to group beats in twos and threes, Copy and invent rhythm patterns. Represent rhythms using stick notation including crotchets, quavers and crotchet rests. Create and perform their own rhythm patterns with stick notation. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.  **Keywords –** dynamics (crescendo, diminuendo), tempo, crotchet, quavers, crotchet rest, pitch. |
| **A Year 3 musician can:** |
| **Singing –** Sing a widening range of unison songs of varying styles and structures, singing tunefully and with expression. Perform *forte* and *piano* sounds with the voice.  **Listening -** To continue to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to.  **Composition –** Structure musical ideas in response to different stimuli to create music that has a beginning, middle and end. Combine known rhythmic notation with letter names to create rising and falling phrases.  **Performance –** Develop facility in playing tuned percussion. Play and perform melodies using dot notation now showing some understanding of the difference between crotchets and quavers. Explore tempo changes in composition work.  **Keywords –** ostinato, structure, dynamics, verse, chorus. |
| **A Year 4 musician can:** |
| **Singing –** Continue to sing a broad range of unison, round and partner songs with a wider range of an octave. Pitch the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).  **Listening -** To continue to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to.  **Composition –** Improvise on a limited range of pitches and begin to make compositional decisions about the structure of improvisations.Combine known rhythmic notation (minim, crotchet, crotchet rest and paired quavers) with letter names to create a short pentatonic phrase. Explore creating compositions to create a specific mood. Record creative ideas using any of the following; graphic symbols, rhythm notation, staff notation.  **Performance** – Continue to develop the facility in playing tuned percussion or a WCIT instrument. Play and perform melodies using staff notation understanding the differences between minims, crotchets, paired quavers and rests.  **Keywords –** improvising, unison, round, minim, pentatonic, stave, treble clef, time signature, staff notation. |
| **A Year 5 musician can:** |
| **Singing -** Continue to sing a broad range of songs including three-part rounds, partner songs and songs with a verse and a chorus. This should include observing phrasing, accurate pitching and appropriate style. Perform in school assembles and performances.  **Listening -** To continue to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to.  **Composition –** Improvise freely over a drone or a simple groove using tuned percussion or another melodic instruments. Experiment using a wider range of dynamics.  Compose melodies made from pairs of phrases in a key suitable for the instrument. Structure compositions using ternary form. Compose music to evoke an atmosphere, mood or environment. Capture and record ideas using one of the following: graphic score, rhythm notation, staff notation.  **Performance –** Play melodies on tuned percussion or melodic instruments following staff notation, read and perform pitch notation within an octave. Understand how triads are formed and play them on tuned percussion. Perform simple chordal accompaniments to familiar songs. Perform a range of repertoire combining instruments to form an ensemble. Develop the skill of playing by ear, copying longer phrases and familiar melodies.  **Keywords –** drone,semibreve, semiquavers, 2/4, 3/4 and 4/4 time signatures, octave. |
| **A Year 6 musician can:** |
| **Singing –** Continue to sing a broad range of songs including three-part rounds, partner songs and songs with a verse and a chorus. This should include observing phrasing, accurate pitching and appropriate style. Performances should focus on matching timbre and dynamics with other singers and making any necessary adjustments.  **Listening –** To continue to develop a knowledge and understanding of stories, origins, traditions, history and social context of the music they are listening to. To develop an appreciation of different instrumental families and their inherent timbres  **Composition –** To compose balanced rhythmic phrases that use combinations of semiquavers, quavers, crotchets and their equivalent rests. These should also include dynamic variation.  **Performance –** Play rhythmic studies to a Grade 1 standard to include piano, mezzo forte and forte dynamics and passages that include a crescendo.  **Keywords –** timbre, ostinato, ternary form, compound time, syncopation, fortissimo, pianissimo |