



Assessment in Music Skills and Knowledge

A Year 1 Musician	A Year 2 Musician	A Year 3 Musician
<ul style="list-style-type: none"> • I use my voice to speak, sing and chant. • I use instruments to perform. • I clap short rhythmic patterns. • I make different sounds with my voice and with instruments. • I repeat short rhythmic and melodic patterns. • I make a sequence of sounds. • I respond to different moods in music. • I say whether I like or dislike a piece of music. • I choose sounds to represent different things. • I follow instructions about when to play and sing. 	<ul style="list-style-type: none"> • I sing and follow a melody. • I perform simple patterns and accompaniments keeping a steady pulse. • I play simple rhythmic patterns on an instrument. • I sing or clap increasing and decreasing tempo. • I order sounds to create a beginning, middle and an end. • I create music in response to different starting points. • I choose sounds which create an effect. • I use symbols to represent sounds. • I make connections between notations and musical sounds. • I listen out for particular things when listening to music. • I improve my own work. 	<ul style="list-style-type: none"> • I sing a tune with expression. • I play clear notes on instruments. • I use different elements in my composition. • I create repeated patterns with different instruments. • I compose melodies and songs. • I create accompaniments for tunes. • I combine different sounds to create a specific mood or feeling. • I use musical words to describe a piece of music and compositions. • I use musical words to describe what I like and do not like about a piece of music. • I recognise the work of at least one famous composer. • I improve my work; explaining how it has been improved.
A Year 4 Musician	A Year 5 Musician	A Year 6 Musician
<ul style="list-style-type: none"> • I perform a simple part rhythmically. • I sing songs from memory with accurate pitch. • I improvise using repeated patterns. • I use notation to record and interpret sequences of pitches. • I use notation to record compositions in a small group or on my own. • I explain why silence is often needed in music and explain what effect it has. • I identify the character in a piece of music. • I identify and describe the different purposes of music. • I begin to identify the style of work of different composers. 	<ul style="list-style-type: none"> • I breathe in the correct place when singing. • I maintain my part whilst others are performing their part. • I improvise within a group using melodic and rhythmic phrases. • I change sounds or organise them differently to change the effect. • I compose music which meets specific criteria. • I use notation to record groups of pitches (chords). • I use my music diary to record aspects of the composition process. • I choose the most appropriate tempo for a piece of music • I describe, compare and evaluate music using musical vocabulary. • I explain why I think music is successful or unsuccessful. • I suggest improvement to my own work and that of others. • I contrast the work of a famous composer with another, and explain my preferences. 	<ul style="list-style-type: none"> • I sing in harmony confidently and accurately. • I perform parts from memory. • I use a variety of different musical devices in my composition (including melody, rhythms and chords). • I evaluate how the purpose affects the way a piece of music is created. • I analyse features within different pieces of music. • I compare and contrast the impact that different composers from different times have had on people of that time. • I can describe the effect that music can have on people.