

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Music

RECEPTION	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none">• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Focusing attention – still listen or do, but can shift own attention.• Sings a few familiar songs.• Imitates movement in response to music.• Taps out simple repeated rhythms.	<ul style="list-style-type: none">• Children listen attentively in a range of situations.• Children sing songs, make music and dance, and experiment with ways of changing them.
	40-60	<ul style="list-style-type: none">• Two-channelled attention – can listen and do for short span.• Begins to build a repertoire of songs and dances.• Explores the different sounds of instruments.	

Year 1

Unit	Listen & Appraise	Musical Activities				Performance
		Games	Singing	Playing	Improvising	
Hey You! Little Angel Gets Her Wings In The Groove Rhythm in the way we walk & Banana Rap Round & Round	<ul style="list-style-type: none"> How to listen with understanding and direction Recognising styles of music and their style indicators Developing a context for the history of music Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<ul style="list-style-type: none"> Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc Learning through repetition and games about the interrelated dimensions of music 	<ul style="list-style-type: none"> Rap and sing the song with understanding and musicality 	<ul style="list-style-type: none"> Work together in a band/ensemble Play instrumental parts with increasing confidence and progression 	<ul style="list-style-type: none"> Begin to improvise with creativity and understanding 	<ul style="list-style-type: none"> Begin to compose simple melodies with understanding
Reflect Rewind Replay	<ul style="list-style-type: none"> Form a basic understanding of theory, the language of music 			<ul style="list-style-type: none"> Play instrumental parts with increasing confidence and progression perhaps use the notated scores, a confident sound-before- symbol approach first though 		

Step	b	w	s	s+
No. of statements required	5	7	11	13

Year 2

Unit	Listen & Appraise	Musical Activities				Performance
		Games	Singing	Playing	Improvising	
Hans Feet Heart Little Angel Gets Her Wings Glockenspiel 1 I Wanna Play In A Band Zootime Reflect Rewind Replay	<ul style="list-style-type: none"> How to listen with understanding and direction Recognising styles of music and their style indicators Developing a context for the history of music Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<ul style="list-style-type: none"> Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc Learning through repetition and games about the interrelated dimensions of music 	<ul style="list-style-type: none"> Sing the song with understanding and musicality 	<ul style="list-style-type: none"> Work together in a band/ensemble Play instrumental parts with increasing confidence and progression 	<ul style="list-style-type: none"> Begin to improvise with creativity and understanding 	<ul style="list-style-type: none"> Begin to compose simple melodies with understanding
Glockenspiel 1	<ul style="list-style-type: none"> Form a basic understanding of theory, the language of music 			<ul style="list-style-type: none"> Play beginner instrumental parts Form a basic understanding of notation 		
I Wanna Play In A Band Zootime Reflect Rewind Replay				<ul style="list-style-type: none"> Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though 		
End of Key Stage 1 Expectations	listen with concentration and understanding to a range of high-quality live and recorded music		use their voices expressively and creatively by singing songs and speaking chants and rhymes	play tuned and untuned instruments musically	experiment with, create, select and combine sounds using the inter-related dimensions of music.	

Step	b	w	s	s+
No. of statements required	6	8	12	15

Year 3

Unit	Listen & Appraise	Musical Activities				Performance
		Games	Singing	Playing	Improvising	
Three Little Birds Ho Ho Ho Let Your Spirit Fly	<ul style="list-style-type: none"> How to listen with understanding and direction Recognising styles of music and their style indicators Developing a context for the history of music Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<ul style="list-style-type: none"> Learning through repetition and games about the interrelated dimensions of music 	<ul style="list-style-type: none"> Sing the song with understanding and musicality 	<ul style="list-style-type: none"> Work together in a band/ensemble Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though 	<ul style="list-style-type: none"> Improvise with a little more creativity and understanding 	<ul style="list-style-type: none"> Compose simple melodies with more understanding
Glockenspiel Stage 2 Reflect Rewind Replay	<ul style="list-style-type: none"> Continue to form a basic understanding of notation Form a basic understanding of theory, the language of music 			<ul style="list-style-type: none"> Play beginner instrumental parts with more understanding 	<ul style="list-style-type: none"> Improvise with more creativity and understanding 	<ul style="list-style-type: none"> Compose with more creativity and understanding
There Was A Monkey by Benjamin Brittain	<ul style="list-style-type: none"> Developing a context for the history of music - Benjamin Britten and his life Applying the interrelated dimensions of music in this context eg finding the pulse building to extended dimensions To develop creativity through expressing musical and literary ideas To research independently or within a group 					

Step	b	w	s	s+
No. of statements required	7	10	17	20

Year 4

Unit	Listen & Appraise	Musical Activities				Performance
		Games	Singing	Playing	Improvising	
Mamma Mia Five Gold Rings Lean On Me Reflect Rewind Replay	<ul style="list-style-type: none"> How to listen with understanding and direction Recognising styles of music and their style indicators Developing a context for the history of music Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<ul style="list-style-type: none"> Learning through repetition and games about the interrelated dimensions of music 	<ul style="list-style-type: none"> Sing the song with understanding and musicality 	<ul style="list-style-type: none"> Work together in a band/ensemble Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though 	<ul style="list-style-type: none"> Improvise with a little more creativity and understanding 	<ul style="list-style-type: none"> Compose simple melodies with more understanding
Glockenspiel Stage 3	<ul style="list-style-type: none"> Continue to form a basic understanding of notation Form a basic understanding of theory, the language of music 	<ul style="list-style-type: none"> Learning through repetition about the interrelated dimensions of music 		<ul style="list-style-type: none"> Play beginner instrumental parts with more understanding 	<ul style="list-style-type: none"> Improvise with more creativity and understanding 	<ul style="list-style-type: none"> Compose with more creativity and understanding
Benjamin Brittain Cuckoo	<ul style="list-style-type: none"> Developing a context for the history of music - Benjamin Britten and his life Applying the interrelated dimensions of music in this context eg finding the pulse building to extended dimensions To develop creativity through expressing musical and literary ideas To research independently or within a group 					

Step	b	w	s	s+
No. of statements required	7	11	18	21

Year 5

Unit	Listen & Appraise	Musical Activities				Performance
		Games	Singing	Playing	Improvising	
Don't Stop Believin' Five Gold Rings Stop!	<ul style="list-style-type: none"> How to listen with understanding and direction Recognising styles of music and their style indicators Developing a context for the history of music Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<ul style="list-style-type: none"> Learning through repetition and games about the interrelated dimensions of music 	<ul style="list-style-type: none"> Sing the song with understanding and musicality 	<ul style="list-style-type: none"> Work together in a band/ensemble Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though 	<ul style="list-style-type: none"> Improvise with a little more creativity and understanding 	<ul style="list-style-type: none"> Compose simple melodies with more understanding
Classroom Jazz 1	<ul style="list-style-type: none"> Developing a context and understanding for the history of music 					
Benjamin Brittain A Tragic Story	<ul style="list-style-type: none"> Developing a context for the history of music - Benjamin Britten and his life Applying the interrelated dimensions of music in this context eg finding the pulse building to extended dimensions To develop creativity through expressing musical and literary ideas To research independently or within a group 					
Reflect Rewind Replay	<ul style="list-style-type: none"> An understanding of theory, the language of music 					

Step	b	w	s	s+
No. of statements required	7	9	15	17

Year 6

Unit	Listen & Appraise	Musical Activities				Performance
		Games	Singing	Playing	Improvising	
Livin' On A Prayer Classroom Jazz 2 The Fresh Prince Of Bel Air Make You Feel My Love	<ul style="list-style-type: none"> How to listen with understanding and direction Recognising styles of music and their style indicators Developing a context for the history of music Applying the interrelated dimensions of music in this context eg finding the pulse building to the extended dimensions of rhythm and pitch etc Using correct musical vocabulary linked to the song and general musical vocabulary correctly 	<ul style="list-style-type: none"> Learning through repetition and games about the interrelated dimensions of music 	<ul style="list-style-type: none"> Sing the song with understanding and musicality 	<ul style="list-style-type: none"> Work together in a band/ensemble Play instrumental parts with increasing confidence and progression perhaps using the notated scores, a confident sound-before-symbol approach first though 	<ul style="list-style-type: none"> Improvise with a little more creativity and understanding 	<ul style="list-style-type: none"> Compose simple melodies with more understanding
Benjamin Brittain A New Year Carol	<ul style="list-style-type: none"> Developing a context for the history of music - Benjamin Britten and his life 					
Reflect Rewind Replay	<ul style="list-style-type: none"> An understanding of theory, the language of music 					
End of Key Stage 1 Expectations	<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 			<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	

Step	b	w	s	s+
No. of statements required	5	7	11	13