

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Music

RECEPTION	3 and 4 Year Olds	<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>Sing the pitch of a tone sung by another person ('pitch match').</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>Play instruments with increasing control to express their feelings and ideas.</p>
	Children in Reception	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>
	Early Learning Goal	<p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Year 1

Units	Autumn 1	How Can We Make Friends When We Sing Together?	Spring 1	How Does Music Make The World A Better Place?	Summer 1	What Songs Can We Sing To Help Us Through The Day?
	Autumn 2	How Does Music Tell Us Stories About The Past?	Spring 2	How Does Music Help Us To Understand Our Neighbours?	Summer 2	How Does Music Teach Us About Looking After Our Planet?

Musicianship	Listening	Singing	Notation
<p>Using body percussion, instruments and voices</p> <p>In the key centres of: C major, F major, G major, A minor</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Move and dance with the music</p> <p>Find the steady beat</p> <p>Talk about feelings created by the music/song</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song eg. chorus</p> <p>Begin to understand where the music fits in the world</p> <p>Begin to understand about different styles of music</p>	<p>Demonstrate good singing posture</p> <p>Sing songs from memory</p> <p>Copy back intervals of an octave and fifth (high, low)</p> <p>Sing in unison</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using crotchets, quavers and minims, and simple combinations of:</p> <p>C D E F G</p> <p>F G A</p> <p>D E F# G A</p>

Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Performing
<p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in</p> <p>C major,</p> <p>F major and</p> <p>D major</p>		<p>Explore improvisation within a major scale using the notes</p> <p>C D E and</p> <p>F G A</p>	<p>Create a simple melody using crotchets and minims:</p> <p>C D</p> <p>C D E</p> <p>C D E F</p> <p>C D E F G</p> <p>Start and ending on the note</p> <p>C</p> <p>F G</p> <p>F G A</p> <p>F G A C</p> <p>F G A C D</p> <p>Start and ending on the note</p> <p>F</p>	<p>Enjoy and have fun performing</p> <p>Choose a song/songs to perform to a well-known audience</p> <p>Prepare a song to perform</p> <p>Communicate the meaning of the song</p> <p>Add actions to the song</p> <p>Play some simple instrumental parts</p>

Step	b	w	s	s+
Total Statements = 35	40%	80%	90%	95%
No. of statements required	14	28	32	33

Year 2

Units	Autumn 1	How Does Music Help Us To Make Friends?	Spring 1	How Does Music Make The World A Better Place?	Summer 1	How Does Music Make Us Happy?
	Autumn 2	How Does Music Teach Us About The Past?	Spring 2	How Does Music Teach Us About Our Neighbourhood?	Summer 2	How Does Music Teach Us About Looking After Our Planet?

Musicianship	Listening	Singing	Notation
<p>Using body percussion, instruments and voices In the key centres of: C major, G major, A minor</p> <p>Find and keep a steady beat</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p>	<p>Move and dance with the music confidently</p> <p>Talk about how the song makes you feel</p> <p>Find different steady beats</p> <p>Describe tempo as fast or slow</p> <p>Describe dynamics as loud and quiet</p> <p>Join in sections of the song eg. call and response</p> <p>Start to talk about the style of a song</p> <p>Recognise some band and orchestral instruments</p> <p>Start to talk about where music might fit into the world</p>	<p>Sing as part of a choir</p> <p>Demonstrate good singing posture</p> <p>Sing songs from memory and/or from notation</p> <p>Sing to communicate the meaning of the words</p> <p>Sing in unison and sometimes in parts</p> <p>Understand and follow the leader or conductor</p> <p>Add actions to a song Move confidently to a steady beat</p> <p>Talk about feelings created by the music/song</p> <p>Recognise some band and orchestral instruments</p> <p>Describe tempo as fast or slow</p> <p>Join in sections of the song eg. chorus</p> <p>Begin to understand where the music fits in the world</p> <p>Begin to talk about and understand the style of the music</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of:</p> <p>C D E F G A B</p> <p>G A B D E F#</p> <p>F G A B_b C D E</p> <p>Identify hand signals as notation and recognise music notation on a stave of five lines</p>

Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Performing
Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major	Rehearse and learn a simple instrumental part by ear or from notation using the notes G A B B \flat C E and F	Explore improvisation within a major scale using the notes C D E, C G A, G A B and F G A	<p>Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)</p> <p>F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p> <p>Talk about what the song means and why it was chosen to share</p> <p>Talk about the difference between rehearsing a song and performing it</p>

Step	b	w	s	s+
Total Statements = 41	40%	80%	90%	95%
No. of statements required	16	32	36	38

Year 3

Units	Autumn 1	How Does Music Bring Us Close Together?	Spring 1	How Does Music Help To Make The World A Better Place?	Summer 1	How Does Music Make A Difference To Us Every day?
	Autumn 2	- What Stories Does Music Tell Us About The Past?	Spring 2	- How Does Music Help Us To Get To Know Our Community?	Summer 2	- How Does Music Connect Us With Our Planet?

Musicianship	Listening	Singing	Notation
<p>Using body percussion, instruments and voices In the key centres of:</p> <p>C major, F major, G major, A minor</p> <p>In the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests</p> <p>Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p>	<p>Share your thoughts and feelings about the music together</p> <p>Find the beat or groove of the music</p> <p>Invent different actions to move in time with the music</p> <p>Talk about what the song means</p> <p>Identify some instruments you can hear playing</p> <p>Identify if it's a male or female voice</p> <p>Talk about the style of the songs</p>	<p>Sing as part of a choir</p> <p>Demonstrate good singing posture</p> <p>Sing unit songs from memory and/or from notation</p> <p>Sing with awareness of following the beat</p> <p>Sing with attention to clear diction</p> <p>Sing expressively, with attention to the meaning of the words</p> <p>Sing in unison</p> <p>Understand and follow the leader or conductor</p> <p>Copy back simple melodic phrases using the voice</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B F G A B\flat C G A B C D E E F\sharp G\sharp A B</p> <p>Reading and responding to minims, crotchets, and quavers</p> <p>Identifying: Stave Treble clef Time signature</p>

Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Performing
Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major	Rehearse and learn a simple instrumental part by ear or from notation using the notes C D E F F# G G# A B and Bb	Explore improvisation within a major scale using the notes C D E, C D E G A, G A B, G A B D E, F G A	<p>Create a simple melody using crotchets and minims:</p> <p>C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)</p> <p>C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>F G F G A F G A Bb F G A Bb C Start and ending on the note F (F major)</p> <p>G A G A B G A B C G A B C D Start and ending on the note G (G major)</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance</p> <p>Talk about what the song means and why it was chosen to share</p> <p>Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment</p>

Step	b	w	s	s+
Total Statements = 37	40%	80%	90%	95%
No. of statements required	14	28	32	34

Year 4

Units	Autumn 1	How Does Music Bring Us Together?	Spring 1	How Does Music Make The World A Better Place?	Summer 1	How Does Music Shape Our Way Of Life?
	Autumn 2	How Does Music Connect Us With The Past?	Spring 2	How Does Music Teach Us About Our Community?	Summer 2	How Does Music Connect Us With The Environment?

Musicianship	Listening	Singing	Notation
<p>Using body percussion, instruments and voices In the key centres of:</p> <p>C major, F major, G major, A minor</p> <p>In the time signatures of: 2/4, 3/4, 4/4</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC</p>	<p>Talk about the words of a song</p> <p>Think about why the song was written</p> <p>Find and demonstrate the steady beat</p> <p>Identify 2/4, 3/4, and 4/4 metre</p> <p>Identify the tempo as fast, slow, or steady</p> <p>Recognise the style of music you are listening to</p> <p>Discuss the structures of songs</p> <p>Identify: Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words Programme music</p> <p>Explain what a main theme is and identify when it is repeated</p> <p>Know and understand what a musical introduction is and its purpose Recall by ear memorable phrases heard in the music</p> <p>Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation</p> <p>Describe legato and staccato</p> <p>Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture</p> <p>Demonstrate good singing posture</p> <p>Demonstrate vowel, blended sounds, and consonants</p> <p>Sing 'on pitch' and 'in time'</p> <p>Sing expressively, with attention to breathing and phrasing</p> <p>Sing expressively, with attention to staccato and legato</p> <p>Talk about the different styles of singing used for different styles of song</p> <p>Talk about how the songs and their styles connect to the world</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation</p> <p>Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:</p> <p>C D E F G A B F G A B_b C G A B C D E F_# D E F_# G A B C</p> <p>Reading and responding to minims, crotchets, and quavers</p> <p>Identifying: Stave Treble clef Time signature</p>

Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Performing
Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation	Explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F# A B, D E F G A	Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) D E D E F D E F G D E F G A Start and ending on the note D (D minor) G A G A B G A B D G A B D E Start and ending on the note G (G major)	Rehearse and enjoy the opportunity to share what has been learned in the lessons Perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song Communicate the meaning of the words and articulate them clearly Use the structure of the song to communicate its mood and meaning in the performance Talk about what the rehearsal and performance has taught the student Understand how the individual fits within the larger group ensemble Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback, consider how future performances might be different

Step	b	w	s	s+
Total Statements = 49	40%	80%	90%	95%
No. of statements required	20	40	45	47

Year 5

Units	Autumn 1	How Does Music Bring Us Together?	Spring 1	How Does Music Make The World A Better Place?	Summer 1	How Does Music Shape Our Way Of Life?
	Autumn 2	How Does Music Connect Us With The Past?	Spring 2	How Does Music Teach Us About Our Community?	Summer 2	How Does Music Connect Us With The Environment?

Musicianship	Listening	Singing	Notation
<p>Using body percussion, instruments and voices In the key centres of: C major, D major, F major, A minor</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8</p> <p>Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE</p>	<p>Talk about feelings created by the song</p> <p>Justify a personal opinion with reference to musical concepts</p> <p>Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre</p> <p>Identify the musical style of a song Identify instruments by ear and through a range of media</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB</p> <p>Explain a bridge passage and its position in a song</p> <p>Recall by ear memorable phrases heard in the music Identify major and minor tonality</p> <p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation</p> <p>Explain the role of a main theme in musical structure</p> <p>Know and understand what a musical introduction is and its purpose</p> <p>Explain rapping</p> <p>Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals</p>	<p>Rehearse and learn songs from memory and/or with notation</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time</p> <p>Sing in unison and as part of a smaller group Sing 'on pitch' and 'in time'</p> <p>Sing a second part in a song</p> <p>Self-correct if lost or out of time</p> <p>Sing expressively, with attention to breathing and phrasing</p> <p>Sing expressively, with attention to dynamics and articulation</p> <p>Develop confidence as a soloist</p> <p>Talk about the different styles of singing used for different styles of song</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B\flat C D E G A B C D E F\sharp A\flat B\flat C D\flat E\flat F G G G\sharp A B\flat C D E F G A B C</p> <p>Identifying: Stave Treble clef Time signature</p> <p>Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers</p> <p>Recognising how notes are grouped when notated</p> <p>Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p>

Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Performing
Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A \flat major, D minor	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, A \flat major, D minor by ear or from notation	Explore improvisation within a major scale using the notes C D E \flat F G, C D E F G, C D E G A, F G A B \flat C, D E F G A	<p>Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)</p> <p>F G F G A F G A B\flat F G A B\flat C Start and ending on the note F (Pentatonic on F)</p> <p>G A G A B G A B C G A B C D Start and ending on the note G (G major)</p> <p>G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)</p> <p>D E D E F D E F G D E F G A Start and ending on the note D (D minor)</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience</p> <p>Perform from memory or with notation, with confidence and accuracy</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance</p> <p>Explain why the song was chosen, including its composer and the historical and the cultural context of the song</p> <p>A student leads part of the rehearsal and part of the performance</p> <p>Record the performance and compare it to a previous performance.</p> <p>Explain how well the performance communicated the mood of each piece</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance</p> <p>Collect feedback from the audience and reflect how future performances might be different</p>

Step	b	w	s	s+
Total Statements = 50	40%	80%	90%	95%
No. of statements required	20	40	45	48

Year 6

Units	Autumn 1	How Does Music Bring Us Together?	Spring 1	How Does Music Make The World A Better Place?	Summer 1	How Does Music Shape Our Way Of Life?
	Autumn 2	How Does Music Connect Us With The Past?	Spring 2	How Does Music Teach Us About Our Community?	Summer 2	How Does Music Connect Us With The Environment?

Musicianship	Listening	Singing	Notation
<p>Using body percussion, instruments and voices In the key centres of: C major, F major, G major, D major, A minor, D minor</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB\flatCDE, GABCDEF\sharp, DEF\sharpGABC\sharp, ABCDEFG</p>	<p>Talk about feelings created by the song Justify a personal opinion with reference to musical concepts</p> <p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4 Identify the musical style of a song using some musical vocabulary to discuss its musical concepts</p> <p>Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break</p> <p>Explain a bridge passage and its position in a song</p> <p>Recall by ear memorable phrases heard in the music Identify major and minor tonality, triads I, IV and V, and intervals within a major scale</p> <p>Explain the role of a main theme in musical structure</p> <p>Know and understand what a musical introduction and outro is and its purpose</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups</p>	<p>Rehearse and learn Year 6 Unit songs from memory and/or with notation</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8</p> <p>Sing with and without an accompaniment</p> <p>Sing syncopated melodic patterns</p> <p>Demonstrate and maintain good posture and breath control whilst singing</p> <p>Sing expressively, with attention to breathing and phrasing</p> <p>Sing expressively, with attention to dynamics and articulation</p> <p>Lead a singing rehearsal</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of:</p> <p>C D E F G A B F G A B\flat C D E F G A\flat B\flat C D E\flat G A B\flat C D E F G A B C D E F\sharp D E F G A D E F\sharp A B C\sharp E F\sharp G G\sharp A B C C\sharp E\flat F G A\flat B\flat C D</p> <p>Identifying: Stave Treble clef Time signature</p> <p>Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers</p> <p>Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign</p>

Playing Instruments	Playing the Recorder	Creating: Improvising	Creating: Composing	Performing
Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E _b major, D minor, F minor by ear or from notation	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E _b major, D minor, F minor by ear or from notation	Explore improvisation within a major scale using the notes C D E F G, G A B _b C D, G A B C D, F G A C D	<p>Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)</p> <p>G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)</p> <p>D E D E F D E F G D E F G A Start and ending on the note D (D minor)</p> <p>F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)</p> <p>F G F G A_b F G A_b B_b F G A_b B_b C Start and ending on the note F (F minor)</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience</p> <p>Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts</p> <p>Perform from memory or with notation</p> <p>Understand the value of choreographing any aspect of a performance</p> <p>A student or a group of students rehearse and lead parts of the performance</p> <p>Understand the importance of the performing space and how to use it</p> <p>Record the performance and compare it to a previous performance</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space</p>

Step	b	w	s	s+
Total Statements = 45	40%	80%	90%	95%
No. of statements required	18	36	41	43