



# Wallsend Jubilee Primary School

## Year 1 Assessment: MUSIC

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Greater Depth
<b>LISTENING, APPRASING AND RESPONDING</b>	Listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none"><li>I can recognise and understand the difference between pulse and rhythm.</li><li>I understand that different types of sounds are called timbres.</li><li>I can recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter &amp; higher/lower).</li><li>I can describe the character, mood, or 'story' of music they listen to, both verbally &amp; through movement.</li><li>I can describe the differences between two pieces of music.</li><li>I can express a basic opinion about music</li><li>I can listen to and repeat short, simple rhythmic patterns.</li><li>I can listen and respond to other performers by playing as part of a group.</li></ul>	<ul style="list-style-type: none"><li>I can begin to use musical vocabulary when sharing my opinions.</li><li>I can begin to show an awareness of style indicators.</li></ul>
<b>COMPOSING AND IMPROVISING</b>	<p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"><li>I can select and create short sequences of sound with voices or instruments to represent a given idea or character.</li><li>I can combine instrumental and vocal sounds within a given structure.</li><li>I can create simple melodies using a few notes.</li><li>I can choose dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition.</li><li>I can begin to make improvements to my work as suggested by the teacher.</li></ul>	<ul style="list-style-type: none"><li>I can suggest improvements my peers could make to their work.</li><li>I can justify decisions I've made regarding my own compositions.</li></ul>
<b>PERFORMING</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none"><li>I can use my voice expressively to speak and chant.</li><li>I can sing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li><li>I can maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.</li><li>I can copy back short rhythmic and melodic phrases on percussion instruments.</li><li>I can respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li><li>I can perform from graphic notation.</li></ul>	<ul style="list-style-type: none"><li>I can make improvements to my own performance by listening closely to my teacher.</li><li>I know the importance of good</li></ul>



# Wallsend Jubilee Primary School

## Year 2 Assessment: MUSIC

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Greater Depth
<b>LISTENING, APPRASING AND RESPONDING</b>	Listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none"><li>I can recognise timbre changes in music I listen to.</li><li>I can recognise structural features in music I listen to.</li><li>I can listen to and recognise instrumentation.</li><li>I can begin to use musical vocabulary to describe music.</li><li>I can identify melodies that move in steps.</li><li>I can listen to and repeat a short, simple melody by ear.</li><li>I can suggest improvements to my own and others' work.</li></ul>	<ul style="list-style-type: none"><li>I can begin to suggest the impact of structural features in music.</li><li>I can begin to describe the timbres of different instruments.</li></ul>
<b>COMPOSING AND IMPROVISING</b>	<p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"><li>I can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li><li>I can successfully combine and layer several instrumental and vocal patterns within a given structure.</li><li>I can create simple melodies from 5 or more notes.</li><li>I can choose appropriate dynamics, tempo and timbre for a piece of music.</li></ul>	<ul style="list-style-type: none"><li>I can begin to justify my own decisions when composing.</li><li>I can sing back the melodies I create.</li></ul>
<b>PERFORMING</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none"><li>I can use my voice expressively when singing, including the use of basic dynamics (loud and quiet).</li><li>I can sing short songs from memory, with melodic and rhythmic accuracy.</li><li>I can copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li><li>I can perform expressively using dynamics and timbre to alter sounds as appropriate.</li><li>I can sing back short melodic patterns by ear and play short melodic patterns from letter notation.</li></ul>	<ul style="list-style-type: none"><li>I can sing in a small group or duo in front of an audience.</li><li>I can suggest how the use of dynamics may affect an audience.</li></ul>



# Wallsend Jubilee Primary School

## Year 3 Assessment: MUSIC

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Greater Depth
<b>LISTENING, APPRASING AND RESPONDING</b>	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. Listening with attention to detail and recall sounds with increasing aural memory.	<ul style="list-style-type: none"><li>I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li><li>I understand that music from different parts of the world, and different times, has different features.</li><li>I can recognise and explain the changes within a piece of music using musical vocabulary.</li><li>I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li><li>I can begin to show an awareness of metre.</li><li>I can recognise and begin to discuss changes within a piece of music.</li><li>I can begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to my own and others' work.</li></ul>	<ul style="list-style-type: none"><li>I know that most popular music is written in 4/4 time.</li><li>I can begin to compare the stylistic features of different musical genres.</li></ul>
<b>COMPOSING AND IMPROVISING</b>	Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"><li>I can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li><li>I can combine melodies and rhythms to compose a multilayered composition in a given style (pentatonic).</li><li>I can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions.</li><li>I can suggest and implement improvements to my own work, using musical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>I can support my peers by suggesting improvements to their compositions.</li><li>I can justify improvements using music vocabulary.</li></ul>
<b>PERFORMING</b>	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"><li>I can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li><li>I can sing and play in time with peers, with some degree of accuracy and awareness of my part in the group performance.</li><li>I can perform from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li></ul>	<ul style="list-style-type: none"><li>I have an awareness of how to alter my performance depending on the occasion.</li><li>I know the importance of good pronunciation when singing.</li></ul>



# Wallsend Jubilee Primary School

## Year 4 Assessment: MUSIC

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Greater Depth
<b>LISTENING, APPRASING AND RESPONDING</b>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listening with attention to detail and recall sounds with increasing aural memory.</p>	<ul style="list-style-type: none"><li>• I can recognise the use and development of motifs in music.</li><li>• I can identify gradual dynamic and tempo changes within a piece of music</li><li>• I can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock &amp; Roll, Blues).</li><li>• I can identify common features between different genres, styles and traditions of music.</li><li>• I can recognise, name and explai the effect of the interrelated dimensions of music.</li><li>• I can Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</li><li>• I can use musical vocabulary to discuss the purpose of a piece of music.</li><li>• I can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li></ul>	<ul style="list-style-type: none"><li>• I can confidently compare and contrast different musical genres referring to key style indicators.</li><li>• I can begin to make links between genres of music and significant periods of history.</li></ul>
<b>COMPOSING AND IMPROVISING</b>	<p>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"><li>• I can compose a coherent piece of music in a given style with voices, bodies &amp; instruments.</li><li>• I can begin to improvise musically within a given style (Blues).</li><li>• I can develop melodies using rhythmic variation, transposition, inversion, and looping.</li><li>• I can create a piece of music with at least four different layers and a clear structure.</li><li>• I can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li><li>• I can suggest improvements to others work, using musical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• I can begin to incorporate motifs in my own compositions.</li><li>• I share composition insights with my peers.</li></ul>
<b>PERFORMING</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<ul style="list-style-type: none"><li>• I can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li><li>• I can sing and play in time with peers, with accuracy and awareness of their part in the group performance.</li><li>• I can play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li><li>• I can play syncopated rhythms with accuracy, control and fluency.</li><li>• I can play simple chord sequences (12 bar blues).</li><li>• I can perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</li></ul>	<ul style="list-style-type: none"><li>• I can suggest how changes in dynamics can affect the character of music.</li><li>• I appraise my own performance critically.</li></ul>



# Wallsend Jubilee Primary School

## Year 5 Assessment: MUSIC

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Greater Depth
<b>LISTENING, APPRASING AND RESPONDING</b>	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.  Listening with attention to detail and recall sounds with increasing aural memory.	<ul style="list-style-type: none"><li>I can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</li><li>I can represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li><li>I can compare, discuss and evaluate music using detailed musical vocabulary.</li><li>I can develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others' work.</li></ul>	<ul style="list-style-type: none"><li>I can develop a critical and objective ear when listening to music.</li><li>I can recommend pieces of music to my peers justifying choices with musical vocabulary.</li></ul>
<b>COMPOSING AND IMPROVISING</b>	Use and understand staff and other musical notations.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"><li>I can compose a detailed piece of music from a given stimulus with voices, bodies &amp; instruments (Remix, Colours, Stories, Drama).</li><li>I can improvise coherently within a given style.</li><li>I can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li><li>I can use staff notation to record rhythms and melodies.</li><li>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</li><li>I can suggest and demonstrate improvements to own and others' work.</li></ul>	<ul style="list-style-type: none"><li>I can make changes to my compositions depending on the intended purpose of the piece.</li><li>I can begin to improvise for longer durations.</li></ul>
<b>PERFORMING</b>	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"><li>I can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li><li>I can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score,</li><li>I can keep in time with others and communicating with the group.</li><li>I can perform with accuracy and fluency from graphic and simple staff notation.</li><li>I can play a simple chord progression with accuracy and fluency.</li></ul>	<ul style="list-style-type: none"><li>I can confidently maintain an independent part when playing or singing as part of a group.</li><li>I can act as a conductor and lead my peers.</li></ul>



# Wallsend Jubilee Primary School

## Year 6 Assessment: MUSIC

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Greater Depth
<b>LISTENING, APPRASING AND RESPONDING</b>	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. Listening with attention to detail and recall sounds with increasing aural memory.	<ul style="list-style-type: none"><li>I can identify the way that features of a song can complement one another to create a coherent overall effect.</li><li>I can use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li><li>I can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li><li>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</li><li>I can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate my own and others work.</li></ul>	<ul style="list-style-type: none"><li>I can confidently name the majority of instruments used in a piece of music.</li><li>I have a clear understanding of how significant artists and composers have influenced the course of popular music.</li></ul>
<b>COMPOSING AND IMPROVISING</b>	Use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	<ul style="list-style-type: none"><li>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li><li>I can record my own composition using appropriate forms of notation and/or technology.</li></ul>	<ul style="list-style-type: none"><li>I can alter the way I play tuned and untuned for different effects (staccato, legato etc)</li><li>I can confidently improvise on a tuned instrument for at least one minute.</li></ul>
<b>PERFORMING</b>	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"><li>I can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li><li>I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li><li>I can perform a solo or take a leadership role within a performance.</li></ul>	<ul style="list-style-type: none"><li>I can organise a performance thinking carefully about the order of pieces.</li><li>I can reflect critically on performances I have given.</li></ul>