



Langney Primary End of Year Expectations and Key Assessment Criteria for Music




<p>Lesson Structure: Listen and Appraising Instruments</p>	
<p><u>Instruments</u></p>	<p><u>Listen and Appraising</u></p>
<p>Recognise Identify - Locate the notes or chords on the instruments/ stave.</p> <p>Practise Practice- To illustrate the notes or chords on the instruments/ stave.</p> <p>Perform Perform - Applying the knowledge to perform the notes or chords on the instruments/ stave.</p> <p>Create Produce - Compose a song using the notes or chords on the instruments/ stave.</p>	<p>Remembering Identify - Locate the instrument in the genre of music.</p> <p>Understanding Classify - Categorise a genre of music. Compare - To compare genres of music.</p> <p>Evaluating Critique - Judge a genre of music.</p>













Langney Primary End of Year Expectations and Key Assessment Criteria for Music

Early Year Foundation Stage








Year Group	Communication and Language	Physical Development	Literacy	Expressive Arts and Design
N	<p>I can sing a large repertoire of songs.</p> <p>♪</p> <p>I can sing a number of nursery rhymes, and talk about them.</p> <p>♪</p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>♪</p> <p>I am able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>♪</p>	<p>I can count or clap syllables in a word.</p> <p>♪</p>	<p>I can use drawing to represent ideas like movement or loud noises.</p> <p>♪</p> <p>I can listen with increased attention to sounds.</p> <p>♪</p> <p>I can respond to what they have heard, expressing their thoughts and feelings.</p> <p>♪</p> <p>I can remember and sing entire songs.</p> <p>♪</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>♪</p>

				<p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p></p> <p>I can create their own songs or improvise a song around one they know.</p> <p></p> <p>I can play instruments with increasing control to express their feelings and ideas.</p> <p></p>
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Year Group	Singing & Performing	Listen and Appraising
R	<p>I can sing a range of well-known nursery rhymes and songs</p> <p></p> <p>I can perform songs and rhymes with others, increasingly matching the pitch and following the melody.</p> <p></p> <p>I can move in time with the music.</p> <p></p>	<p>I can listen attentively and respond to what I hear.</p> <p></p> <p>I can ask relevant questions, comments and actions when listening and appraising a piece of music.</p> <p></p> <p>I can make comments about what I have heard</p> <p></p>





















<p>I can explore different sounds with a range of musical instruments.</p>  <p>I can sing to myself and make up simple songs.</p>  <p>I can explore and engage in music making and performing in solo or in groups.</p> 	<p>I can ask questions to clarify my understanding.</p> 
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Key Stage 1 and 2







Listen and Appraising					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Remembering</p> <p>I can begin to identify the pulse of a piece of music.</p>  <p>Evaluating</p> <p>I can begin to critique a range of music using basic musical language.</p> 	<p>Remembering</p> <p>I can identify the pulse of a piece of music.</p>  <p>I can begin to identify different types of musical instruments in a piece of music. (e.g. Brass, Keyboard,</p>	<p>Remembering</p> <p>I can identify different types of musical instruments in a piece of music with increasing aural memory. (e.g. Brass, Keyboard, String, Percussion, Woodwind)</p> 	<p>Remembering</p> <p>I can identify a musical style with increasing aural memory through learning about different style indicators. (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Jazz).</p> 	<p>Remembering</p> <p>I can identify and understand the history of different musical genres with increasing aural memory.</p>  <p>Understanding</p> <p>I can classify how; pulse,</p>	<p>Remembering</p> <p>I can identify and understand the history and traditions of different musical genres with increasing aural memory.</p>  <p>Understanding</p> <p>I can classify how; pulse,</p>

	<p>String, Percussion, Woodwind)</p> <p></p> <p>Evaluating</p> <p>I can begin to critique a wide range of music using basic musical language.</p> <p></p>	<p>Understanding</p> <p>I can classify how; pulse and tempo fit together in a piece of music.</p> <p></p> <p>Evaluating</p> <p>I can critique a piece of music paying attention to detail about the instruments used.</p> <p></p>	<p>Understanding</p> <p>I can classify how; pulse, tempo and dynamics fit together in a piece of music.</p> <p>Evaluating</p> <p>I can use the musical language of pulse, tempo and dynamics to describe the music I am listening to and my feelings towards it.</p> <p></p>	<p>tempo, dynamic and duration fit together in a piece of music.</p> <p></p> <p>Evaluating</p> <p>I can critique using the musical language of pulse, tempo, dynamics and duration to describe the music I am listening to and my feelings towards it.</p> <p></p>	<p>tempo, dynamic, duration and rhythm fit together in a piece of music.</p> <p></p> <p>Evaluating</p> <p>I can critique a piece of music paying attention to detail about the instruments used and use the musical language of pulse, tempo, dynamics, duration and rhythm to describe the music I am listening to and my feelings towards it.</p> <p></p>
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Untuned Percussion (Djemba and Samba)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise</p> <p>I can begin to identify how to play an untuned instrument correctly.</p> <p></p> <p>I can identify basic musical cues from the leader on an untuned instrument.</p> <p></p>	<p>Recognise</p> <p>I can identify a crotchet note.</p> <p></p> <p>I can identify a stop and repeat symbols.</p> <p></p> <p>I can identify musical cues from a conductor.</p>	<p>Recognise</p> <p>I can identify a crotchet and quaver notes.</p> <p></p> <p>Practise</p> <p>I can practise a rhythm using crotchet and quaver notes.</p> <p></p>	<p>Recognise</p> <p>I can identify different drums on the neutral clef.</p> <p></p> <p>Practise</p> <p>I can begin to practice a rhythm using crotchets,</p>	<p>Recognise</p> <p>I can identify different drum rudiments.</p> <p></p> <p>Practise</p> <p>I can practise a rhythm using crotchet, quaver, semiquaver and minim notes</p>	<p>Practise</p> <p>I can confidently practise a rhythm using different drums on the neutral clef.</p> <p></p> <p>Perform</p> <p>I can implement a rhythm using different drums on the neutral clef showing fluency, accuracy, control and</p>

<p>Practise I can practice following a leader on an untuned instrument.</p> <p></p> <p>I can practice a beat on an untuned instrument.</p> <p></p> <p>Perform I can implement a beat on an untuned instrument.</p> <p></p> <p>I can follow a leader on an untuned instrument.</p> <p></p> <p>Create I can compose my own beat on an untuned instrument.</p> <p></p> <p>I can perform my own beat on an untuned instrument.</p> <p></p>	<p></p> <p>Practise I can practise a rhythm using crochet notes.</p> <p></p> <p>I can practise using stop and repeat symbols correctly in a rhythm.</p> <p></p> <p>I can practise following musical cues from a conductor.</p> <p></p> <p>Perform I can use a crochet rhythm I have learnt and begin to show fluency on an untuned instrument.</p> <p></p> <p>Create I can produce a composition using a crochet rhythm on an untuned instrument.</p> <p></p>	<p>Perform I can use a crochet and quaver rhythms I have learnt and begin to show fluency on an untuned instrument</p> <p></p> <p>Create I can improvise a rhythm on an untuned instrument.</p> <p></p>	<p>quavers and semiquavers notes</p> <p></p> <p>Perform I can implement a rhythm using different drums within a group on the neutral clef, showing fluency and accuracy on an untuned instrument.</p> <p></p> <p>Create I can begin to produce a composition using different untuned percussion on the neutral clef.</p> <p></p>	<p></p> <p>Perform I can implement a rhythm using different drums on the neutral clef showing fluency, accuracy and control on an untuned instrument.</p> <p></p> <p>Create I can produce a composition using different untuned percussion on the neutral clef.</p> <p></p>	<p>expression on an untuned instrument.</p> <p></p> <p>Create I can produce a composition using different untuned percussion on the neutral clef and a range of different musical cue notes.</p> <p></p> <p>I can conduct my composition within a small group.</p> <p></p>
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Singing				
Year 1	Year 2	Year 3	Year 4	Year 5
<p>Recognise I can begin to identify how to warm up my voice and establish a good singing position.</p> <p></p> <p>I can begin to identify basic musical cues from the leader.</p> <p></p> <p>I can begin to identify simple dimensions of duration using my voice.</p> <p></p> <p>I can begin to identify simple dimensions of dynamics using my voice.</p> <p></p> <p>Practise I can begin to practise using my voice expressively and creatively by singing songs, speaking chants and rhymes.</p> <p></p>	<p>Recognise I can identify how to warm up my voice.</p> <p></p> <p>I can identify basic musical cues from the leader.</p> <p></p> <p>I can identify simple dimensions of duration using my voice.</p> <p></p> <p>I can identify simple dimensions of dynamics using my voice.</p> <p></p> <p>Practise I can practise using my voice expressively and creatively by singing songs, speaking chants and rhymes.</p> <p></p> <p>Perform</p>	<p>Recognise I can identify the different types of lyrics in a song i.e verse and chorus.</p> <p></p> <p>Practise I can practise the lyrics in a song using my voice.</p> <p></p> <p>Perform I can perform different songs within a group.</p> <p></p> <p>Create I can produce lyrics for a chorus line in a song.</p> <p></p>	<p>Recognise I can identify the pulse of the song using my voice.</p> <p></p> <p>Practise I can practise the pulse in a song using my voice</p> <p></p> <p>Perform I can perform a range of different songs identifying the pulse within a group.</p> <p></p> <p>Create I can produce lyrics for a chorus and verse line in a song identifying the pulse of the track.</p> <p></p>	<p>Recognise I can identify different dynamics using my voice.</p> <p></p> <p>Practise I can practise different dynamics and pitch in a song using my voice.</p> <p></p> <p>Perform I can perform different dynamics and pitch in a range of songs within a group.</p> <p></p> <p>Create I can produce lyrics for a song identifying the pulse, pitch and dynamics of the track.</p> <p></p>

<p>Perform I can begin to perform using my voice expressively and creatively by singing songs, speaking chants and rhymes.</p> <p></p> <p>Create I can begin to produce lyrics for a composition using a template.</p> <p></p> <p>I can begin performing my composition to an audience.</p> <p></p>	<p>I can perform using my voice expressively and creatively by singing songs, speaking chants and rhymes.</p> <p></p> <p>Create I can produce lyrics for a composition using a template.</p> <p></p> <p>I can perform my composition to an audience</p> <p></p>			
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Key Stage 1

Tuned Percussion (Boomwhackers and Steel Drums)	
Year 1	Year 2
<p>Recognise I can identify the notes C, D, E, F, G, A and B on a tuned instrument.</p> <p></p>	<p>Recognise I can identify the simple dimensions of pitch on a tuned instrument.</p> <p></p>

Practise

I can practise following a leader on a tuned instrument.



I can practise a song on a tuned instrument within a group.



Perform

I can perform a song on a tuned instrument within a group.



I can perform following a leader on an untuned instrument.



Create

I can create compositions using one or two notes, increasing to three notes if appropriate on a tuned instrument.



I can perform my composition using one or two notes, increasing to three notes if appropriate on a tuned instrument.



I can identify basic musical notes and cue notes on a tuned instrument.



Practise

I can practise a range of songs on a tuned instrument within a group using cue notes.



I can practise a range of songs on a tuned instrument within a group using musical notes.



Perform

I can perform a range of songs on a tuned instrument within a group using musical cue notes.



I can perform a range of songs on a tuned instrument within a group using musical notes.



Create

I can create compositions using a range of different musical and cue notes on a tuned instrument.




















I can perform my compositions using a range of different musical and cue notes on a tuned instrument.
























Key Stage 2

Keyboard			
Year 3	Year 4	Year 5	Year 6
<p>Recognise I can identify the different parts of the keyboard e.g. white keys, black keys, volume.</p> <p></p> <p>I can identify the notes C, D, E, F, G, B and A on the keyboard.</p> <p></p> <p>I can identify the sharp notes on the keyboard.</p> <p></p> <p>Practise I can practise the notes on the keyboard.</p> <p></p> <p>Perform I can practise the notes I have learnt starting to show fluency on the keyboard.</p> <p></p>	<p>Recognise I can identify the notes C, D, E, F, G, B and A on Treble Clef.</p> <p></p> <p>I can identify the sharp notes on the Treble Clef.</p> <p></p> <p>Practise I can practise the notes on the stave.</p> <p></p> <p>Perform I can practise the notes I have learnt starting to show fluency, control and accuracy in reading sheet music.</p> <p></p> <p>I can perform the notes I have learnt starting to show fluency, control and accuracy in reading sheet music.</p> <p></p>	<p>Recognise I can identify a major chord on the keyboard.</p> <p></p> <p>I can identify a sharp chord on the keyboard.</p> <p></p> <p>I can identify a minor chord on the keyboard.</p> <p></p> <p>Practise I can practise a major chord on the keyboard.</p> <p></p> <p>Perform I can practise the chords I have learnt starting to show fluency, control and accuracy in reading sheet music.</p> <p></p>	<p>Recognise I can identify 3 major chords and a minor chord on the keyboard and the stave.</p> <p></p> <p>I can identify a major chord with a sharp note on the keyboard and the stave.</p> <p></p> <p>Practise I can practise the chords on the keyboard and stave.</p> <p></p> <p>Perform I can perform the chords on the keyboard using the stave.</p> <p></p> <p>I can confidently practise the chords I have learnt showing fluency, control and accuracy in reading sheet music.</p> <p></p>

<p>I can perform the notes I have learnt starting to show fluency on the keyboard.</p>  <p>Create</p> <p>I can improvise using 3 notes on the keyboard.</p>  <p>I can produce a composition using notes on the keyboard.</p> 	<p>Create</p> <p>I can confidently improvise using all the notes on the keyboard.</p>  <p>I can produce a composition on the keyboard beginning to show accuracy and fluency on the Treble Clef.</p> 	<p>I can perform what I have learnt starting to show fluency, control and accuracy in reading sheet music.</p>  <p>Create</p> <p>I can improvise using 3 chords on the keyboard and stave.</p>  <p>I can produce a composition on the keyboard using 2 chords and interrelated dimensions of music as appropriate.</p> 	<p>I can confidently perform what I have learnt showing fluency, control, expression and accuracy in reading sheet music.</p>  <p>Create</p> <p>I can improvise using 4 chords on the keyboard.</p>  <p>I can produce a composition on the keyboard using 4 chords and interrelated dimensions of music as appropriate.</p> 
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Ukulele			
Year 3	Year 4	Year 5	Year 6
<p>Recognise</p> <p>I can identify the different parts of the ukulele.</p>  <p>I am beginning to identify and tune my ukulele to the notes G, C, E and A.</p>	<p>Recognise</p> <p>I can identify and tune my ukulele to the notes G, C, E and A.</p>  <p>I can identify a major chord on the ukulele.</p> 	<p>Recognise</p> <p>I can identify 2 major chords on the ukulele using a chord chart.</p>  <p>I can identify a minor chord on the ukulele using a chord chart.</p>	<p>Recognise</p> <p>I can identify 3 major chords on a tab.</p>  <p>I can identify a minor chord on a tab.</p> 

<p></p> <p>I can strum a ukulele using the correct thumb brushing technique.</p> <p></p> <p>Practise I can practise using the notes G, C, E and A on the ukulele.</p> <p></p> <p>Perform I can perform a song using the notes G, C, E and A on the ukulele.</p> <p></p> <p>Create I can improvise using the notes G, C, E and A on the ukulele.</p> <p></p> <p>I can produce a composition using the notes G, C, E and A on the ukulele.</p> <p></p>	<p>I can identify a minor chord on the ukulele.</p> <p></p> <p>Practise I can practise a minor chord on a string instrument.</p> <p></p> <p>Perform I can perform a major chord and minor chord on a string instrument.</p> <p></p> <p>Create I can improvise using a major chord and minor chord on a string instrument.</p> <p></p> <p>I can produce a composition using a major chord and minor chord on a string instrument.</p> <p></p>	<p></p> <p>Practise I can practise the 2 major chords on a string instrument.</p> <p></p> <p>I can practise a minor chord on a string instrument</p> <p></p> <p>Perform I can perform 2 major chords, and a minor chord on a string instrument.</p> <p></p> <p>Create I can improvise using 2 major chords, and a minor chord on a string instrument.</p> <p></p> <p>I can produce a composition using 2 major chords, and a minor chord on a string instrument recording these on a chord chart.</p> <p></p>	<p>Practise I can practice the 3 major chords, and a minor chord on a string instrument.</p> <p></p> <p>Perform I can perform the 3 major chords, and a minor chord on a string instrument.</p> <p></p> <p>Create I can improvise the 3 major chords, and a minor chord on a string instrument..</p> <p></p> <p>I can produce a composition using 3 major chords and a minor chord on the ukulele and record these on a tab.</p> <p></p>
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Recording Software

Year 6

Recognise

I can identify the features of a recording software.



Practise

I can practise how to use a piece of recording software.



Create

I can create a drum rhythm on a drum machine using a piece of recording software.



I can produce a composition using recording software.

