

# Music Assessment Grid

## Year 1

Highlight the statements that most of the class have achieved as you teach them.

Performing	Composing	Appraising
Can sometimes use their voice in different ways.	Beginning to make sounds that are very different.	Recognise the difference between fast and slow.
Can join in singing.	Can make sounds using voices and instruments.	Can listen to live and recorded music and say how it makes them feel.
Can begin to follow instructions when they perform.	Can make a long sound and a short sound.	Can copy changes in pitch - high and low.
	With support, can clap short rhythms.	

## Year 2

Highlight the statements that most of the class have achieved as you teach them.

Performing	Composing	Appraising
Can use their voice in different ways.	Can make sounds that are very different.	Can listen carefully to a range of live and recorded music.
Can sing songs and speak rhymes.	With support, can make sounds with a small difference.	Can recognise changes in tempo.
Can follow instructions when performing with others.	Can make and control long and short sounds using tuned and untuned instruments.	Can listen out for different types of sound.
	With support, can make a sequence of long and short sounds.	Can imitate changes in pitch.
	Can clap short rhythms, making them longer, with support.	Know how some sounds are made and changed.

# Music Assessment Grid

Skills Knowledge

## Year 3

Highlight the statements that most of the class have achieved as you teach them.

Performing	Composing	Appraising
Can sing a tune in a group or alone.	Can compose simple melodies and songs.	Can describe music using suitable vocabulary.
Have a good memory for sounds and songs.	Can use sound to create given images.	Can listen carefully to a range of live and recorded music.
Can hold a simple part within an ensemble.	Can recognise and create repeat patterns.	Can talk about the combined effect of layers of sound.
Can perform with control and expression, using their voice or an instrument.	Can make up singing games with words and actions.	
Are aware of what others are playing.	Can create simple accompaniments for their tunes.	
	Can recognise how musical elements are combined.	
	Know how different sounds can fit together.	

## Year 4

Highlight the statements that most of the class have achieved as you teach them.

Performing	Composing	Appraising
Can hear harmonies when singing in rounds.	Know how sounds can be changed, organised and controlled.	Have a range of sound vocabulary.
Improvise and play my own part in an ensemble.	Can combine sounds expressively.	Use a range of sound vocabulary to compare a range of high quality live and recorded music.
Sing confidently and expressively, with good breath control and pronunciation.	Create their own simple songs.	Use a range of sound vocabulary to describe a range of high quality live and recorded music.
Play a simple accompaniment on an instrument.	Understand the relationship between lyrics and melody.	
Add a drone or an ostinato to a song.	Create complex rhythmic patterns.	
	Create music for a purpose and use graphic notation.	
	Use accents in a song to create effects.	

## Year 5

Highlight the statements that most of the class have achieved as you teach them.

# Music Assessment Grid

Skills Knowledge

Performing	Composing	Appraising
Sing a harmony part confidently and accurately.	Demonstrate imagination and confidence using sound and use ICT where available.	Can understand how lyrics may have cultural and social meaning.
Can sing confidently in solo and ensemble contexts, displaying a variety of vocal techniques.	Select sounds and structures carefully to express an idea.	Can hear how harmonies, drones and melodic ostinati are used to accompany singing.
Can play more complex instrumental parts with rhythmic and dynamic control.	Create complex patterns.	Can evaluate and improve their work.
	Use different musical devices including melody, rhythms, chords and structures.	Can identify cyclic patterns.
	Can take the lead in creating and performing, providing suggestions to others.	

## Year 6

Highlight the statements that most of the class have achieved as you teach them.

Performing	Composing	Appraising
Sing and/or play confidently on their own or in a group.	Can compose imaginatively, using voices or instruments.	Know how lyrics relate to the music and have cultural and social meaning.
Can sing or play a harmony part confidently and accurately.	Can use ICT to compose melody and accompaniment.	Can hear how harmonies, drones and melodic ostinati are used to accompany all types of music.
Can play more complex instrumental parts with rhythmic accuracy and good dynamic control.	Can select sound and structures maturely to express ideas.	Can persevere to evaluate and improve their work.
	Can create complex patterns that fit the chosen structure.	Can identify complex cyclic patterns.
	Can confidently use musical devices including melody, rhythms, chords and structures.	
	Can take a lead in composition and know how to provide guidance to others.	