

What are the key features of 'knowledge-rich' assessment for Music?

Subject	Features
Music	<ul style="list-style-type: none"><li data-bbox="465 472 1760 782">❑ At key stage 1 and 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none"><li data-bbox="562 562 755 601">❑ Singing<li data-bbox="562 605 1012 644">❑ Playing an instrument<li data-bbox="562 648 1112 686">❑ Listening and Appreciating<li data-bbox="562 691 987 729">❑ Creating own music<li data-bbox="562 733 900 772">❑ History of music<li data-bbox="465 801 1760 933">❑ There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.<li data-bbox="465 952 1760 1076">❑ When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.

Music: Key Stage 1

		Singing	Playing an instrument	Listening and appreciate	Composition/ Improvisation
		<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
Year 1		<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (one/two notes) Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Say whether they like or dislike a piece of music. Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Find the beat to a piece of music. Clap and repeat short rhythmic and melodic patterns to discuss the effect. 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Feedback to peers on compositions and improvisations.
Year 2		<ul style="list-style-type: none"> Learn to find a comfortable singing position. 	<ul style="list-style-type: none"> Learn to play the recorder. Follow short sequences of notes. Begin to understand note values. (Crotchets, minims, Semibreves, quavers) Perform songs, potentially including 5 notes. 	<ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> Use understanding of focus songs to improve using 2 notes. Help to create a simple melody using 1-4 notes. Work with a partner to compose appropriate 4 note melodies.

Music: Key Stage 2

	Singing	Listening	Playing
Year 3	<ul style="list-style-type: none"> • Sing mostly in tune, showing greater awareness of pitch-matching. • Sing a wider range of songs* with expression and a sense of melodic shape. • (*simple rounds, partner songs, songs with verse/chorus). • Show developing control of dynamics and tempo when singing. • Demonstrate an awareness of correct posture for singing. 	<ul style="list-style-type: none"> • Listen with increasing concentration to a variety of live and recorded music from different cultures, traditions and historical periods music, recognising how changes in tempo, dynamics, pitch, and timbre create different moods and effects. • Aurally identify simple rhythm patterns using <ul style="list-style-type: none"> • walk/ta • jogging/te-te • one-beat rests Z 	<ul style="list-style-type: none"> • Keep a steady pulse accurately on an instrument or with movement • Demonstrate the difference between pulse and rhythm. • Play simple repeating rhythms on percussion instruments. • Play simple melodic patterns on tuned instruments • Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.
Year 4	<ul style="list-style-type: none"> • Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture and clear diction. • Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately. • Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts. • Sing increasingly complex songs: rounds, partner, songs with verse and chorus. 	<ul style="list-style-type: none"> • Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects. • Aurally identify rhythm patterns using <ul style="list-style-type: none"> • walk/ta • jogging/te-te • stride (2 beat) • one-beat rests Z or • Aurally recognise different instrument families (percussion, woodwind, brass, string.) 	<ul style="list-style-type: none"> • Keep a steady pulse independently and respond to changes in tempo, maintaining and appropriate pulse. • Maintain a simple rhythm part independently, keeping in time to the pulse. • Play a variety of rhythm patterns with accuracy. • Maintain a simple melody part independently, keeping in time with the pulse • Demonstrate increasing control of tempo and dynamics when playing.

Music: Key Stage 2

	Singing	Listening	Playing
Year 5	<ul style="list-style-type: none"> • Sing in tune with confidence and expression. • Sing expressively, showing an awareness of style. • Sing a wide variety of songs: <ul style="list-style-type: none"> • unison, • partner, • canon, • songs with 2 or more parts. 	<ul style="list-style-type: none"> • Recognise different instrument families. • Categorise different instruments into their families. • Listen to and reflect on a piece of orchestral music. 	<ul style="list-style-type: none"> • Recognise different instrument families. • Categorise different instruments into their families. • Listen to and reflect on a piece of orchestral music. • Play A minor, C major and F major. • Play A minor, C major and F major. • Play in solo and ensemble contexts with fluency and expression.
Year 6	<ul style="list-style-type: none"> • Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture, clear diction and breath control. • Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music. • Maintain an independent part with good control, accuracy and expression, showing awareness of how parts fit together. 	<ul style="list-style-type: none"> • Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary. • Aurally identify extended rhythm patterns using <ul style="list-style-type: none"> • walk/ta • jogging/te-te • stride (2 beat) • one-beat rests Z or • wade (4 beats) • Caterpillar • Recognise the sounds of an increasing number of instruments from different instrumental families. • Begin to recognise the characteristics of different styles of music and place them within a historical timeline. <p>Recognise 2,3,4 metre</p>	<ul style="list-style-type: none"> • Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players. • Maintain an independent part in an ensemble, showing awareness of how parts fit together • Play confidently with fluency and expression, demonstrating increased understanding of musical features when I play to achieve a musical outcome.

Music: Key Stage 2

Performing

Compose and Improvise

Year 3

- Maintain a part within a group, showing some awareness of other performers.
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- Follow simple performance directions (e.g. starting/stopping, changes in tempo & dynamics)
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- Show some awareness of the audience when performing

- *Improvise short rhythmic and melodic patterns using the voice and instruments.*
- *Create and develop musical ideas within given structures (e.g., ABA form) or in response to a stimulus.*
- *Sequence and combine sounds to create special effects, moods and atmospheres using the interrelated dimensions of music.*
- *Begin to improvise.*

Year 4

- *Maintain an independent part within a group, showing awareness of other performers.*
- *Follow simple performance directions (start/stop/loud/quiet/fast/slow) and respond with increasing fluency and control.*
- *Demonstrate awareness of the audience and perform with a sense of occasion.*

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- *Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music*
- *with developing control.*
- *Compose music using a range of devices (e.g., ostinato, chord patterns, call and response, drone, repetition).*
- *Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.*
- *Make improvements to own work, explaining reasons for changes using musical vocabulary.*
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Music: Key Stage 2

Performing

Compose and Improvise

Year 5

- *Demonstrating the ability to control tempo and dynamics appropriately.*
- *Play in solo and ensemble contexts with fluency and expression.*
- *Communicate expressively to an audience.*
- *Understand and control interrelated dimensions to achieve intended effects.*

- *Sing expressively, showing an awareness of style.*
- *Improvise rhythmic and melodic phrases using the voice and instruments.*
- *Compose music for a range of purposes using the interrelated dimensions.*

Year 6

- *Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.*
- *Communicate expressively to an audience, showing an awareness of place and occasion.*

- *Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.*
- *Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.*
- *Make improvements to my own work and suggest improvements to the work of others using appropriate musical vocabulary.*

Music: KS1

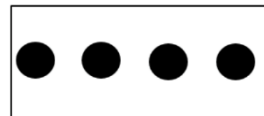
Reading Notation

Children will read notations and use Music books to record small given sequences and experiment with compositions using appropriate Musical notations.

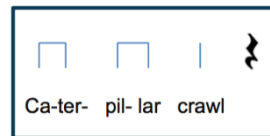
Year 1

- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

- Dot notation



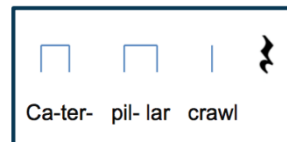
- Stick notation



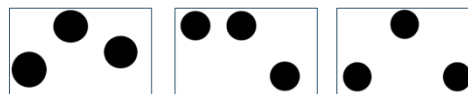
Year 2

- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.
- Recognise dot notation and match it to 3-note tunes played on tuned percussion.
- Follow and use notes to play and compose short sequences.

- Stick notation



- Dot notations showing pitch



- Note names

D, E, G

Music: KS2

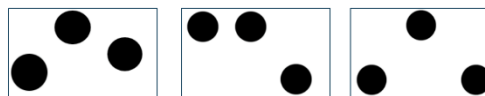
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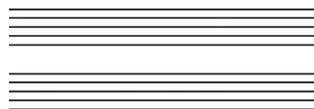
Year 3

- Use dot notations to show higher and lower pitch
- Use letter names with dot notation to demonstrate understanding of pitch. .
- Introduce and understand the difference between crotchets and paired quavers.
Introduce understanding of stave and clef.

- Dot notation to show pitch



- Stave (on alternate pages of Music Books)



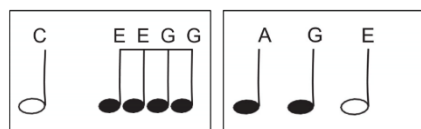
- Treble clef



Year 4

- Recognise staff notation values for minim, crochet, crotchet rest and paired quavers, using note names.
- Use staff notation when composing.
- Introduce and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range (e.g. C–G/do–so).

- Staff notation



Music: KS2

Reading Notation

Children will read notations and use Music books to record small given sequences and experiment with compositions using appropriate Musical notations.

Year 5

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range.

- Staff notation on staff.



Year 6

- Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp)
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).

Music: KS2

Reading Notation

	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓