

## Music Assessment Statements

Year Group	By the end of each year, children at the Expected standard should:	At Greater Depth within the Expected standard they should:
YR	<ul style="list-style-type: none"> <li>- Joins in with songs.</li> <li>- Sing songs with actions.</li> <li>- Pitch voice to match the tune or melody.</li> <li>- Sing call and answer songs.</li> <li>- Clap rhythms following the musical leader.</li> <li>- Use different body percussion to create rhythms.</li> <li>- Identify low and high volume.</li> <li>- Sing songs which have a range of notes.</li> <li>- Respond to the first line of a song by giving the second.</li> <li>- Listen and respond to a range of different musical genres.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing matching voice accurately to the melody.</li> <li>- Remember melodies independently.</li> <li>- Clap rhythms accurately with rhythm.</li> <li>- Use the terms forte and piano for dynamics.</li> <li>- Sing a range of notes accurately.</li> <li>- Respond to a call and answer song solo.</li> <li>- Remember musical pieces in listening repertoire by title and composer/artist.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>- Sing songs, chants and rhymes.</li> <li>- Sing call and answer songs.</li> <li>- Sing at the same pitch as the melody.</li> <li>- Respond to counting in.</li> <li>- Clap, move, walk a steady beat.</li> <li>- Identify low and high volume.</li> <li>- Improvise simple chants as a class and answer musical phrases.</li> <li>- Play rhythms and repeated patterns on musical instruments.</li> <li>- Use graphic notation to read music e.g. coloured notes.</li> <li>- Listen and respond to a range of different musical genres.</li> <li>- Perform musical pieces to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing songs tunefully, matching voice accurately.</li> <li>- Sing with musicality.</li> <li>- Remember melodies independently.</li> <li>- Clap a steady beat independently.</li> <li>- Use the terms forte, piano, crescendo, pitch correctly.</li> <li>- Read notes using dot notation accurately independently.</li> <li>- Respond independently to simple call and response songs.</li> <li>- Remember musical pieces in their listening repertoire by title and composer/artist.</li> <li>- Perform confidently to an audience.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>- Sing songs with increasing vocal control.</li> <li>- Sing echoes and respond to pitch changes in songs.</li> <li>- Know the meaning of dynamics (loud/quiet).</li> <li>- Know the meaning of tempo (fast/slow).</li> <li>- Respond to the leader's directions for loud and quiet, fast and slow.</li> <li>- Play copycat rhythms and invent rhythms for others to copy.</li> <li>- Identify stick notation such as crotchets, quavers and crotchet rests.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing songs melodically, matching notes accurately and showing greater control.</li> <li>- Sing echoes independently.</li> <li>- Sing using dynamics.</li> <li>- Sing in different tempos with accuracy.</li> <li>- Play solo rhythms and songs.</li> </ul>

	<ul style="list-style-type: none"> <li>- Perform own chanted rhythms.</li> <li>- Recognise dot notation.</li> <li>- Play tunes and melodies on musical instruments.</li> <li>- Compose simple question and answer phrases.</li> <li>- Listen and respond to a range of different musical genres.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify stick notation and commit some songs to memory, playing by ear.</li> <li>- Compose musical questions and answer independently.</li> <li>- Remember musical pieces in their listening repertoire by title and composer/artist.</li> <li>- Identify different styles accurately e.g. Jazz, Pop, Classical</li> </ul>
Y3	<ul style="list-style-type: none"> <li>- Sing a widening range of unison songs of varying styles and structures.</li> <li>- Apply word chants to rhythms.</li> <li>- Sing with widening pitch range.</li> <li>- Perform forte and piano.</li> <li>- Walk, move or clap a steady beat, adjusting to a changing tempo.</li> <li>- Perform as a choir in school to others.</li> <li>- Play a percussion or a melodic instrument such as a recorder.</li> <li>- Correctly order musical phrases.</li> <li>- Compose answers to musical phrases.</li> <li>- Play solo and in groups.</li> <li>- Play adagio and allegro.</li> <li>- As an ensemble, read music on a stave, identifying the clef, lines, stave and dot notation.</li> <li>- Know that crotchets are longer than quavers.</li> <li>- Listen and respond to a range of different musical styles and genres.</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise using voices or instruments.</li> <li>- Sing in tune, with greater voice control.</li> <li>- Sing with increasing range of pitch.</li> <li>- Clap a steady beat independently.</li> <li>- Sing using dynamics (forte, piano, crescendo, decrescendo).</li> <li>- Play musical pieces solo with confidence and rhythm.</li> <li>- Read music on a stave accurately.</li> <li>- Identify crotchets and quavers.</li> <li>- Compose musical phrases and answers.</li> <li>- Remember musical pieces in their listening repertoire by title and composer/artist.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>- Sing a broad range of unison songs with a widening range, pitching voice accurately.</li> <li>- Follow directions such as counting in (using correct time signature), crescendo and decrescendo, forte, piano and allegro and adagio.</li> <li>- Perform as a choir in school to others.</li> <li>- Sing songs in different time signatures.</li> <li>- Sing songs with large and small pitch leaps.</li> <li>- Perform a range of songs to an audience, ordering musical phrases.</li> <li>- Play a musical instrument solo and in a group.</li> <li>- Play melodies using staff notation.</li> <li>- Perform with an accompaniment or as a duet.</li> <li>- Understand the difference between minims, crotchets and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing a harmony with the leader's direction.</li> <li>- Identify <math>\frac{3}{4}</math> time signature.</li> <li>- Sing a different part with leader's direction.</li> <li>- Sing large leaps confidently with control.</li> <li>- Play musical pieces solo with confidence and rhythm.</li> <li>- Sing musical melodies solo accurately.</li> <li>- Lead a group playing a two part round.</li> <li>- Compose musical bars independently.</li> <li>- Read music on a stave accurately.</li> <li>- Identify crotchets and quavers and play accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>- Perform with a steady beat, keeping time.</li> <li>- Identify a song with major and a song with minor chords.</li> <li>- Listen and respond to a range of musical styles and genres.</li> <li>- Compose a few bars to a specific mood.</li> </ul>	<ul style="list-style-type: none"> <li>- Remember musical pieces in their listening repertoire by title and composer/artist.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>- Sing a broad range of songs from an extended repertoire, with a sense of ensemble and performance.</li> <li>- Observe phrasing of songs and accurate pitching.</li> <li>- Sing in a round, including two and three part rounds.</li> <li>- Sing songs with verses and choruses.</li> <li>- Perform a range of songs for an audience.</li> <li>- Follow directions such as counting in (using the correct time signature), crescendo and decrescendo, forte, piano, allegro and adagio.</li> <li>- Play melodies on marimbas and on recorders.</li> <li>- Play notes within an octave range.</li> <li>- Perform with an accompaniment, such as a drone, a bass part.</li> <li>- Play musical triads.</li> <li>- Play musical instruments by ear.</li> <li>- Understand the differences between semi-breves, minims, crotchets, crotchet rests, quavers, paired quavers and semiquavers.</li> <li>- Identify 2/4, 3/4 and 4/4 time signatures.</li> <li>- Read and clap short rhythmic phrases following the musical leader.</li> <li>- Compose an answer to respond to the musical leader.</li> <li>- Play ternary pieces and improvise own parts.</li> <li>- Listen and respond to a range of musical styles and genres.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and clap short musical phrases by sight.</li> <li>- Sing a harmony with some direction from the musical leader.</li> <li>- Sing a different part to the main tune.</li> <li>- Sing in large leaps with accuracy and control.</li> <li>- Identify different time signatures 2/4, 3/4 4/4.</li> <li>- Read music on a stave accurately.</li> <li>- Sing musical melodies solo accurately and with musicality.</li> <li>- Compose musical phrases, answers and questions.</li> <li>- Compose ternary pieces.</li> <li>- Lead a group playing a two or three part round.</li> <li>- Identify different styles of music by ear e.g. jazz, blues, pop, classical</li> <li>- Sing and play using dynamics and changing tempos.</li> <li>- Remember musical pieces in their listening repertoire by title and composer/artist.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>- Sing a broad range of songs, including those that use a syncopated rhythm as part of a choir, with a sense of ensemble and performance.</li> <li>- Sing observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>- Sing three or four-part rounds, no longer using discrete parts, but changing parts.</li> <li>- Perform a range of songs to an audience.</li> <li>- Play a melody on a musical instrument, following staff notation written on the stave, using notes within an octave range.</li> <li>- Play with an accompaniment or accompany a melody, such as a drone or bass line.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and clap short musical phrases by sight.</li> <li>- Sing a harmony to a melody.</li> <li>- Sing a different part to the main melody.</li> <li>- Sing in large and small leaps with accuracy, control and musicality.</li> <li>- Identify different time signatures.</li> <li>- Read music on a stave accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>- Compose 8 or 16 note melodic phrases using the pentatonic scale.</li> <li>- Compose a ternary piece.</li> <li>- Understand the difference between different musical notes and time signatures.</li> <li>- Read and clap longer rhythmic phrases following the musical leader.</li> <li>- Play musical instruments by ear, accurately phrasing musical bars and keeping to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing musical melodies solo accurately, with control and musicality.</li> <li>- Compose musical phrases, bars, answers and questions.</li> <li>- Compose ternary pieces.</li> <li>- Lead a group playing a four part round.</li> <li>- Sing and play using dynamics, changing tempos and musical direction.</li> <li>- Identify different styles of music by ear e.g. jazz, blues, pop, classical</li> <li>- Remember musical pieces in their listening repertoire by title and composer/artist.</li> </ul>
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