

Music Assessment Targets			
	Composing	Performing	Listening and Responding
Reception and Year 1	<ul style="list-style-type: none"> <li>To represent their own ideas, thoughts and feelings through music.</li> <li>To sing songs, make music and experiment with ways of changing them.</li> </ul>	<ul style="list-style-type: none"> <li>To use voices in different ways, such as speaking, chanting and singing.</li> <li>To explore the different sounds of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify simple repeated patterns.</li> <li>To talk about how different music makes them feel or want to move.</li> </ul>
Year 1 and Year 2	<ul style="list-style-type: none"> <li>To use body and voice to experiment creating sounds.</li> <li>To repeat short rhythmic and melodic patterns.</li> <li>To begin to explore sounds using the 'Inter-related dimensions of music.' (*)</li> </ul>	<ul style="list-style-type: none"> <li>To create and change sounds on an instrument, both tuned and untuned to make long and short sounds.</li> <li>To use voices expressively and creatively.</li> <li>To perform rhythmical patterns, beginning to show an awareness of a pulse.</li> <li>To sing with the sense of shape of the melody.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to simple pieces of music and talk about when and why they may hear it, e.g. a lullaby.</li> <li>To understand how musical elements can create different moods and effects.</li> <li>To listen and begin to respond to music from different cultures, great composers and musicians.</li> </ul>
Year 3 and Year 4	<ul style="list-style-type: none"> <li>To create simple rhythmic patterns that use a small range of notes.</li> <li>To create own symbols to represent different sounds and instruments in compositions.</li> <li>To join layers of sound, thinking about the musical dynamics of each layer and their effect.</li> </ul>	<ul style="list-style-type: none"> <li>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</li> <li>To sing in unison maintaining the correct pitch and using increasing expression.</li> <li>To perform as part of a group and/or individually to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond to a wide range of high quality live and recorded music drawn from different traditions, composers and musicians.</li> <li>To compare pieces of music, using musical vocabulary and referring to elements of the 'Inter-related dimensions of music.'(*)</li> </ul>
Year 5 and year 6	<ul style="list-style-type: none"> <li>To create increasingly complicated rhythmic and melodic phrases within given structures.</li> <li>To compose music for a range of purposes using the 'Inter-related dimensions of music.' (*)</li> <li>To recognise and use staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>To perform rhythmic and melodic patterns on a tuned instrument.</li> <li>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.</li> <li>To consider the audience when performing and how to create a specific effect.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians.</li> <li>To describe and compare pieces of music using a range of musical vocabulary, including the 'Inter-related dimensions of music.' (*)</li> <li>To develop an understanding of the history of music, evaluating how venue, occasion and purpose effects the way that music is created and performed.</li> </ul>

\*Inter-related dimensions of music (dynamics):

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: is the pattern of long and short sounds in a piece of music

DYNAMICS: loud and soft

TEMPO: fast and slow

TIMBRE: the type of sound – whisper/hum (e.g. with the voice) or twinkly/hard/soft (e.g. with instruments)

TEXTURE: layers of sound (number of instruments or voices playing together)

STRUCTURE: the way the music is laid out –e.g. verse, chorus, verse.