**MUSIC ASSESSMENT KS1 2 YEAR CYCLE (END POINT YEAR 2)**

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|  | **CYCLE A** | | | |
| **Unit** | **Working towards** | **Working at** | **Working above** |
| **AUTUMN** | **Keeping the pulse (My favourite things)**  *Previously named: Pulse and rhythm* | * Using voice and hands to make music. * Clapping and playing in time to the music. * Playing simple rhythms on an instrument. * Listening to and repeating short rhythmic patterns. * Understanding the difference between pulse and rhythm. | * Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. Knowing what the pulse is. * Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody; the ability to play in time to the music. * Playing the rhythm of their own and others’ names; the ability to play in time to the music. * Copying rhythms; the ability to create rhythms based on word patterns. Playing in time to the music. * Copying rhythms and play on the pulse. | * Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to clap and sing at the same time. * Clapping the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to play and sing at the same time; the ability to respond to tempo changes (‘Wrapping up’ activity). * Holding the pulse or rhythm independently when working in pairs. Playing the rhythm of their own name and their friend’s name. * Making up rhythms without a verbal stimulus (ie: not based on words). * Making up rhythms without a verbal stimulus (ie: not based on words). |
| Children  (Notes and narrative) |  |  |  |
| **Tempo (Snail and mouse)**  *Previously named: Classical music, dynamic and tempo* | * Using percussion and my body expressively and appropriately in response to music. * Singing a song back in sections from memory. * Performing a song from memory and clapping a simple rhythm in time. * Using instruments to create different sounds, moving in the style of different animals. * Creating and choosing sounds by using an instrument to tell part of a story. | * Playing with given direction. Observing others and trying to play appropriately. Suggesting ways to improve their performance. * Singing in time from memory, with some accuracy. Chanting a line they hear spoken. Thinking of actions that represent the words they hear. * Singing in time from memory with some accuracy. Knowing what it means to ‘perform’. Thinking about the dynamics of a song; knowing what parts should be sung quietly and which should be sung loudly. * Keeping a steady pulse. Improvising using their instrument to the given stimulus. When playing their instrument they can change the tempo (fast/slow) of what they are playing. When playing their instrument they can change the dynamics (loud/quiet) of what they are playing. * Taking part in a group performance. Playing their instrument appropriately and at the right times. Listening to others in their group. | * Being able to give a reason for their instrument choices. Listening to others. Playing without being directed. * Accurately singing the song from memory. Staying in time with the other people in the group. * Independently including dynamics. Playing a percussion instrument in time alongside the choir. * Quickly able to play their instrument in a way which sounds like the given animal without having to look at everyone else first. * Offering suggestions and trying to direct others in their group. When not playing their instrument they can help to tell the story. |
| Children  (Notes and narrative) |  |  |  |
| **SPRING** | **Pitch (Superheroes)**  *Previous named: Pitch and tempo* | * Understanding and explaining the concept of pitch. * Creating a pattern using two pitches. * Understanding and explaining the concept of tempo by recognising and performing fast and slow music. * Creating a superhero theme tune. * Performing confidently as part of a group. | * Explaining what pitch means, hearing which notes are high and low and performing high and low notes. * Creating a pattern using two pitches and playing or singing it. * Explaining what tempo means, hearing when the tempo changes and performing a pattern which gradually gets faster (accelerando). * Contributing to a group composition and performance by creating, selecting, combining and performing sounds. * Contributing to a group composition and performance and suggesting improvements to their work. | * Identifying subtle pitch differences (a few notes apart). * Creating a pattern using more than two pitches and playing or singing it. * Slowing down (rallentando) as well as speeding up (accelerando). * Taking a leadership role within the group to compose and perform a theme tune. * Taking a leadership role within their group stating what they are good at and what they need to improve upon. |
| Children  (Notes and narrative) |  |  |  |
| **Pitch (Musical me)**  *Previous named: Musical me* | * Singing and playing an instrument at the same time. * Choosing and playing appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound). * Using musical notation to play melodies (tunes). * Using letter notation to write and create their own melody. * Helping create a piece of music using timbre and dynamics in musical composition by working as part of a group. | * Clapping the rhythm of their name. Singing the melody accurately while playing their instrument in time. Taking part in a class performance, singing and playing the pulse at the same time. * Showing a range of emotions in their voices. Describing the dynamics and timbre. Using their instrument to play the rhythm of a song without singing and to keep the pulse when they are performing. * Playing a known melody from letter notation in the right order if not with the right rhythms. * Knowing that writing a melody is called 'letter notation'. Playing a new melody from letter notation in the right order if not ‘in-time.’ Inventing a melody, writing it down using letter names, and playing it back. * The ability to select instruments with different timbres, and the ability to compose and perform a piece using different dynamic levels. | * An ability to play the pulse reliably at the same time as singing. Making and justifying informed choices when selecting instrumental sound effects. * Consistently copying back a rhythm (pattern) at the correct dynamic (volume). Leading the pulse-playing to the group. Making appropriate suggestions for matching instruments to emotions. Changing the dynamics and timbre in my performance to alter the emotion of the song. * Accurately playing a known melody with the right rhythm from letter notation and a new melody from letter notation. * Accurately playing a new melody from letter notation. Writing a ‘musical’ melody with a regular phrase structure and playing it back. * The ability to compose and perform a piece with a clear structure, and the use of multiple dynamic levels and combinations of different timbres. |
| Children  (Notes and narrative) |  |  |  |
| **SUMMER** | **Singing (On this island)**  *Previous named: On this island: British songs and Sounds* | * Learning about the music of the British Isles and singing confidently. * Learning about the music of the British Isles and creating music of our own * Learning about the music of the British Isles and creating music of their own. * Composing a piece as part of a group to create a musical soundscape. * Improving a group composition and evaluating it. | * Singing, playing and following instructions as well as describing the music in the wrapping up activity. Creating a musical soundscape. * Singing confidently and accurately and finding multiple ways of making the same sound. Creating a musical soundscape. * Representing the same sound in different ways, describing how they adapt it using musical vocabulary. Singing a song accurately. * Working as part of a group, contributing musically to the final performance and creating a piece that clearly represents a particular environment. Adding structure to a piece of music. * Working as part of a group, contributing musically to the final performance and creating a piece that was obviously about three distinct environments. Performing my piece confidently and accurately. | * Directing the performance, naming the interrelated dimensions of music and using these to describe what they. Using musical vocabulary to talk about the music they hear. * Singing accurately and confidently as well as finding different but still appropriate ways of representing the same sound. * Considering and using the terminology of the interrelated dimensions of music to change the sound of their piece. Finding multiple ways of making the same sound. * Composing and performing a piece with a clear structure, layering multiple different sounds. Using musical vocabulary to talk about the music they hear. * The ability to compose and perform a piece with a clear structure, layering multiple different sounds. |
| Children  (Notes and narrative) |  |  |  |
| **Instruments (Musical storytelling)**  *Previous named: Orchestral instruments* | * Listening to and analysing an orchestral version of a traditional story and knowing the names of the four sections or families of the orchestra: strings, woodwinds, brass and percussion. * Listening to and analysing a film musical version of a traditional story and recognising different orchestral instruments. * Selecting appropriate sounds to match events, characters and feelings in a story. * Writing a play script and selecting appropriate musical sounds to accompany it. * Performing a story script with accompanying music confidently. | * Knowing that the orchestra is a group of musicians who play instruments together. Making plausible descriptions of the music and identifying a few instruments. Beginning to identify specific musical instruments they can hear when listening to a piece of music. * Explaining what is happening in the music using language relating to emotion as well as identifying sounds of different sections of the orchestra. Explaining how music is used to support the story. * Creating a piece of music with some appropriate tempo, dynamic and timbre changes. * Suggesting appropriate musical timbres for each of the characters and tempo changes for the actions and helping to write a script for a story. * Performing confidently using appropriate instrumental sounds and doing this as part of a group. | * Making good descriptions of the music and justifying these with reasoning, whilst identifying specific instruments and making a good attempt at ordering them according to pitch. Knowing that each section has a number of different instruments. * Using musical and instrumental vocabulary consistently to describe changes in the music as well as recognising different orchestral instruments. * Creating a piece of music which carefully matches the story with insightful use of tempo to represent characters; dynamics to represent emotions and timbre changes to represent actions. * Identifying the emotions of the characters and matching them to dynamics and suggesting suitable musical sounds to go with my script. * Adding musical details to their performance using additional vocal sounds and adding the right music to my story at the right time. |
| Children  (Notes and narrative) |  |  |  |
|  | **CYCLE B** | | | |
|  | **Unit** | **Working towards** | **Working at** | **Working above** |
| **AUTUMN** | **Musical symbols (Under the sea)**  *Previous named: Musical vocabulary* | * Understand the musical vocabulary: pulse and tempo * Understanding and explaining what dynamics and timbre are * Understanding and explaining what pitch and rhythm are * Understanding and explaining what texture and structure are * Understanding key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre | * Able to move and create sounds without prompting. Using clues to change their movement appropriately. * Being able to choose instruments with appropriate timbre to represent the sparkling fishes and responding to dynamic changes without prompting. * Able to create pitches and rhythms without prompting. * Able to perform a layer of the music within the overall piece. * Able to define all the musical terms from this unit. | * Able to explain how we used tempo in the story and how pulse and tempo are linked. * Able to explain how we used timbre and dynamics in the piece. Can make suggestions for how we could have added tempo to our piece * [Able to explain how we used pitch and rhythm in the piece.](https://www.kapowprimary.com/glossary/pitch/) * Being able to explain how we used texture in our coral reef music and why it is important to have a structure to our piece of music. * Ability to independently explain how each musical term can be used for effect |
| Children  (Notes and narrative) |  |  |  |
| **Sound patterns (Fairy tales)**  *Previous named: Timbre and rhythmic patterns* | * Using voices expressively to speak and chant whereby representing different characters. * Selecting suitable instrumental sounds to represent a character. * Composing and playing a rhythm by clapping syllables and rhythmic patterns in words. * Recognising how timbre is used to represent characters in a piece of music. * Keeping the pulse using untuned instruments. Listening and responding to other performers. | * Chanting “I'll huff …” and by making changes to their voice to represent a character. Joining in with repeated phrases and patterns. * Using one instrument to create different sounds. Choosing a suitable sound to represent a point in the story. Responding to hand signals. * Playing their rhythmic pattern along with their spoken words and collaboratively come up with phrases for part of a story. * Identifying and holding up the correct sign to correspond to the music. Listening with concentration to a piece of music. * Playing/chanting along with the elements with prompting from the teacher. Using their voice expressively to join in with repeated phrases. | * Confidently demonstrating changes they've made to their voice for different characters. Understanding what timbre means. * Explaining why they chose a particular sound to represent that part of the story. * Playing more complex rhythms whilst keeping their spoken phrase in their head.  Performing my rhythm whilst the story is being told using my voice and instruments. * Recalling the instruments used for each character. Noticing when different timbres are used. * Taking part with greater independence in all elements of the final composition. Clapping/playing untuned percussion to the the rhythm of the story. |
| Children  (Notes and narrative) |  |  |  |
| **SPRING** | **Call and response (Animals)**  *Previous named: West African call and response songs* | * Creating short sequences of sound using instruments and voices. * Copying a short rhythm and recognising simple notation. * Learning a traditional song from Africa. * Creating rhythms based on ‘call and response’, working with a partner to think of of a question (call) and a short answer (response). * Adding dynamics (volume) to a structure of rhythms and playing composition using a simple rhythm on an untuned percussion instrument. | * Using tempo (speed - fast and slow), dynamics (volume - loud and quiet) and timbre (sounds) in their piece. Playing in time with their group. Using the instruments appropriately and creating different timbre (sounds) from the same instrument. * Recognising that music is shown through beats and notation. Successfully able to clap a rhythm back in time. Describing music they hear and what it makes them think of. * Knowing what 'call and response' means. Being successfully able to sing back the melody line in time and at the correct pitch. Singing along in time to the response parts of a song and including actions. * Playing either a call and/or response role in time with another pupil. Remembering what a 'call and response' song is and how they are sung. Playing their call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. * Performing their composition and staying in time with their group and improving the song by changing the dynamics (the volume). | * Appraising someone else’s work using tempo, dynamics and timbre. Leading the group with ideas or during the performance. * Repeating the rhythm in time without stopping by clapping back in time and in time with the music. Making sounds by changing the tempo (speed - fast and slow) and dynamics (volume - loud and quiet). * Performing solo or in a small group. Singing the call with only the backing track. Knowing that call and response is a feature of African music. * Directing their group during performance and deciding on a structure that the rhythms can be repeated in. Writing down significant information to help them next lesson and record the structure in the right order. * Performing their call and response piece with confidence with the inclusion of dynamics. Giving feedback to my classmates about performances. |
| Children  (Notes and narrative) |  |  |  |
| **Dynamics (Seaside)**  *Previous named: Vocal and body sounds* | * Understanding that music can be used to represent an environment and matching movements to sounds. * Understanding how music can represent changes in an environment and saying why two pieces of music sound different from each other. * Selecting instruments to match seaside sounds. * Recognising and using dynamics and tempo by playing loud and quiet sounds on an instrument and with their voice. * Writing music down and performing from what has been written. | * Appropriate use of movement, articulating why they are moving in that way. Ability to identify sounds within the music and to recreate sounds using voice or body. * Appropriate use of movement, ability to identify sounds within the music. Ability to adapt previously created sounds using voice or body. * Appropriate instrument choices. Ability to justify instrument/sound choices and to create sounds with their voice and body. * Creating appropriate sounds on instruments and with voices. Following instructions during a performance, to play both loud and quiet, fast and slow. * Creating and playing their own score. Creating more than one sound on their instrument and with their voice. Creating a simple picture (graphic score) to describe their music. | * Ability to identify musical instruments/dimensions while listening to music. Ability to layer vocal and body sounds when performing in pairs. * Identifying musical instruments/dimensions, ability to layer sounds and create a chain of sounds.  Communicating with their partner and understanding the importance of timing in music. * Ability to suggest two or more instruments or vocal/body sounds to represent each seaside sound. Ability to think of different ways to play instruments to achieve the desired sound. * Fully controlling volume and tempo when playing their instruments. Responding quickly to teacher gestures. Saying how the volume (dynamics) and speed (tempo) changes the mood. * Creating and playing fluently from their own graphic score. Using more than one sound at a time. Creating a sound before drawing it. |
| Children  (Notes and narrative) |  |  |  |
| **SUMMER** | **Contrasting dynamics (Space)**  *Previous named: Dynamics, timbre, tempo and motifs* | * Creating a simple soundscape for effect. * Listening for and recognising some basic elements of music. * Comparing two pieces of music by the same composer. * Creating short sequences of sound. * Creating short sequences of sound and perform with accuracy and using dynamics to enhance the motif. | * Using their voice to create a variety of sounds, using dynamics to create atmosphere. * Correctly identifying some instruments and changes in dynamics as well as explaining how the same instrument can have many different sounds. Recognising differences in dynamics. Recognising different instruments and beginning to name them. * Comparing two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Recognising and naming different instruments. * Successfully understanding, creating and playing a motif, notating or writing it down in some form. * Creating and playing a simple motif accurately using visual representation to record it. Performing their piece with accuracy. | * Suggesting dynamics, tempo changes or unusual sounds created by their voices to include in the soundscape. * Explaining similarities and differences between two pieces of music using some musical vocabulary, including dynamics, tempo and timbre. Explaining the mood of the music. * Using musical vocabulary to justify their description of the mood of each piece, including dynamics, tempo and timbre. Describing the mood of the music. * Creating and playing an original motif including leaps and explaining why it represents a particular planet. Notating or creating a visual representation of my motif. * Writing and playing their motif accurately, changing tempo and dynamics to enhance their performance. |
| Children  (Notes and narrative) |  |  |  |
| **Structure (Myths and legends)**  *Previous named: Myths and legends* | * Creating different rhythms. * Showing structure on a graphic score. * Writing a graphic score to show texture. * Composing a piece of music with a given structure as part of a group. * Performing a group composition by listening to others. | * Creating rhythms and putting them in a particular order or structure. * Knowing what a graphic score is. Identifying the structure of a piece of music and writing it down. * Understanding what texture is. Identifying whether a texture is thick or thin and suggesting ways of writing down different textural layers. * Performing their composition correctly and accurately, following the structure score. | * Creating a variety of detailed, complex rhythms within a given structure. * Relating their learning to staff notation, using repeat marks. Knowing the structure of a piece of music from its graphic score. * Identifying the different layers within a texture and decoding a graphic score, by suggesting what sounds each symbol might represent. * Adding several interesting layers of sound to their composition. * Adding musical detail to their composition such as dynamics and tempo changes. |
| Children  (Notes and narrative) |  |  |  |