**MUSIC ASSESSMENT UKS2 2 YEAR CYCLE (END POINT YEAR 6)**

|  |  |
| --- | --- |
|  | **CYCLE A** |
| **Unit**  | **Working towards** | **Working at** | **Working above** |
| **AUTUMN** | Songs of WWII | * Using musical vocabulary to identify features of different eras of music and using comparative languageand fact and opinion to compare songs.
* Developing greater accuracy in pitch and control. Singing with expression and following the melody, singing lyrics with meaning and where relevant, singing sections more quietly or loudly.
* Identifying pitches within an octave when singing, reading and interpreting a graphic score.
* Using knowledge of pitch to develop confidence when singing in parts. Following a melody lineand singing a counter-melody while listening to another melody.
* Identifying higher and lower pitches through colours and using colour to notate a counter-melody. Explaining which Solfa pitches are higher and lower.
 | * The use of musical and comparative language in discussion.Answering questions accurately and following the melody line.
* Following the scores with a good sense of timing, reflecting the timing of the song they are singing.
* Singing the correct words at the correct time.
* Following the scores with a good sense of timing, reflecting the timing of the song they are singing. Recalling the counter-melody line.
 | * The ability to talk about more complex words on Extension activity: Song cards (rubato/ cantabile).Singing with confidence and the ability to copy back phrasing and breathing.
* The ability to notate (colour) without support, and knowing the note names.
* Not being put-off by the melody, and singing the counter-melody strongly and accurately.
* The ability to notate without support, and knowing the note names.
 |
| Children(Notes and narrative) |  |  |  |
| Looping and remixing Dance music | * Playing a simple looped rhythm from notation.
* Creating a piece of music using pre-written loops.
* Playing a melody line accurately and fluently in line with a piece of music.
* Selecting a section of a tune and performing it as a loop.
* Combining loops to create a remix.
 | * Performing a looped body percussion rhythm; keeping in time with their group and holding their own part. Playing accurately and in time.
* Using loops to create a whole piece of music, ensuring that the different aspects of music work together.
* Playing the first section of ‘Somewhere Over the Rainbow’ with accuracy. Playing the melody in time.
* Choosing a suitable fragment of music and being able to play it along to the backbeat.
* Performing a piece with some structure and two different loops. Creating a suitable structure for my piece of music.
 | * Offering direction and taking a leading role in the performance, giving it more structure and helping to keep all members of the group in time.
* Explaining why they chose the sections of music they did in their final loops, including how they layered them.
* Playing the first section fluently and with confidence, perhaps without the notation in front of them. They may also hear and correct any mistakes just by ear.
* Choosing more than one fragment and accurately playing it in time with the backing. Looping a section of my tune with accuracy.
* Performing a piece with a clear structure, including a well thought out intro and ending. Playing their piece in time and accurately.
 |
| Children(Notes and narrative) |  |  |  |
| **SPRING** | South and West Africa | * To sing a traditional African song unaccompanied.
* Using tuned percussion to play a chord progression.
* Using vocals or tuned percussion to perform a piece of music as an ensemble.
* Playing African inspired rhythms using percussion instruments
* Creating an eight beat break to play within a performance
 | * Pupils singing using the correct pronunciation and with increasing confidence. Holding the tune of their part within a group performance.
* Playing a chord with two notes in time. Playing the progression with accuracy.
* Maintaining their part in the performance with accuracy. Staying in time with the other performers.
* Playing in time the more complicated rhythms with rests. Joining back in if I lose my place
* Having created an eight beat break which they play in the correct place.
 | * Being able to hold the tune when unaccompanied. Using expression within their singing.
* Accurately playing a two or three note chord progression in time with the ensemble.
* Performing their part, including all the elements they have worked on. Offering suggestions for improvement.
* Picking up their beat if they get out of sync – this would indicate they can easily find the first beat of the bar which is a more advanced skill. Counting the rests (silences) accurately
* Having created a break which is eight beats long and accurately played in time.
 |
| Children(Notes and narrative) |  |  |  |
| Composition to represent the festival of Holi | * Understanding that music can be represented with colours and naming the features or the mood of a piece of music.
* Representing a piece of music as a graphic score and identify features of music.
* Creating a vocal composition based on a picture describing the use of dynamics, tempo and pitch.
* Creating a piece of music inspired by a single colour and describing the musical features of a piece of music.
* Working as a group to perform a piece of music.
 | * Suggesting a colour to match the music. Justifying your opinion.
* Creating a graphic score and describing how this matches the general structure of the music. Describe what they think pieces of music look like and why. Representing music visually.
* Creating a vocal composition in response to a picture and justify their choices using musical terms. Representing colours and shapes with vocal sounds. explain their choices.
* Creating a vocal composition in response to a colour and record in written form. Recording a composition as a graphic score.
* The ability to work as a group to perform a piece of music. Adjusting my dynamics and pitch according to a graphic score.
 | * Using musical terminology to justify their colour choices, referring to the interrelated dimensions of music.
* Creating a detailed graphic score showing several musical features, and justify their colour choices using musical terminology.
* Creating a vocal composition which clearly shows all the detail of a picture, and justify their choices using musical terms.
* The ability to create a soundtrack inspired by another piece of music and record in written form. Associating music with colour.
* The ability to take a lead role in a group to perform a piece of music. Communicating and keeping in time with my group.
 |
| Children(Notes and narrative) |  |  |  |
| **SUMMER** | Musical theatre | * Learning the history of musical theatre.
* Identifying character songs and action songs.
* Creating a musical theatre scene.
* Rehearsing a musical theatre scene.
* Performing a musical theatre scene.
 | * Explaining what musical theatre is and how it’s made as well as ordering the different types of musical in chronological order.
* Categorising songs as action songs or character songs and justifying their decisions.
* Selecting appropriate existing music for their scene to tell the story of a journey and working effectively as part of a group.
* Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
* Performing in time with the rest of the group, in tune and with a clear voice with smooth transitions between elements.
 | * Recalling other examples of musical theatre from previous learning or their own experience and picking out the similarities and differences between the different types of musicals.
* Drawing on their own experience to name songs from musical theatre and classifying them as either character or action songs or explaining why they may be both or neither.
* Composing relevant music for their scene which helps to tell the story of a journey.
* Suggesting improvements and guiding other people in the group to ensure that everyone performs in time and in tune.
* Performing with expression and confidence, conveying the meaning and emotion of the character or event.
 |
| Children (Notes and narrative) |  |  |  |
| Advanced rhythms | * Developing an understanding of the Kodaly music method.
* Performing complex actions in time with the pulse, understanding the difference between pulse and rhythm and notating rhythm.
* Exploring rhythmic patterns in order to build the sense of pulse - clapping a complex rhythm, talking about the number of beats in a bar and following a rhythm to perform a rhythmic canon.
* Using knowledge of rhythm to create a composition of simple rhythms and to perform as a group.
* Using knowledge of rhythmic notation to notate and then perform their composition.
 | * Repeating the rhythms accurately. Successfully participating in rhythm games.
* Ability to feel the pulse while participating in activities and notating rhythms accurately.
* Feeling the pulse while singing or chanting. The ability to clap the rhythm at the same time as chanting the words.
* Choosing rhythmic elements that add up to 8 counts. Performing the compositions demonstrating a good sense of pulse.The ability to perform their composition securely with their partner.
 | * Feeling the pulse when clapping and saying rhythms. Comparing the Kodaly rhythms to Western music notation.
* Ability to notate the rhythm without looking at the board.
* The ability to sing or chant their line confidently while another group sings or chants another.
* Using the TWO rhythm successfully. Incorporating ideas from ‘Steve Reich’s Clapping Music’ in their composition.
* A more confident performance, using more advanced rhythmic elements (SH/ TWO).
 |
| Children (Notes and narrative) |  |  |  |
|  | **CYCLE B** |
|  | **Objectives** | **Working towards** | **Working at** | **Working above** |
| **AUTUMN** | Blues | * Knowing the key features of blues music.
* Playing the first line of the twelve bar blues.
* Playing the twelve bar blues.
* Playing the blues scale going up and down.
* Improvising with notes from the blues scale.
 | * Singing in tune, using vocal expression to convey meaning and naming three key features of blues music. Singing in a tune a blues song.
* Explaining what a chord is and playing the chord of C sixteen times. Knowing what a chord is.
* Playing the twelve bar blues correctly. Playing a chord of C, F and G.
* Playing the blues scale in the correct order.
* Playing a selection of blues scale notes out of order in their own improvisation. Playing the blues scale notes out of order. Improvising with use of notes from the blues scale.
 | * Singing bent notes (the words which go slightly up in pitch at the end – the lyrics which do this are: day, zoo, eighteen, rest, town, be, lose). Using vocal expression to convey meaning.
* Playing in time with the backing and having a go at playing quavers for the chords. Playing the chord of C according to the first line of the twelve bar blues.
* Playing the twelve bar blues in time with the backing. Playing in time with the backing track.
* Playing the blues scale in time with the backing track.
* Playing a selection of blues scale notes with some organisation in time to the backing. Playing different blue scale notes along to the backing track.
 |
| Children(Notes and narrative) |  |  |  |
| Pop art | * Exploring the musical concept of theme and variations; relating it to Pop Art and performing a rhythm in different ways.
* Comparing and contrasting different variations in the piece ‘The Young Person’s Guide to the Orchestra’ - identifying the sounds of different instruments and relating these to different pieces of art. Learning how an orchestra is put together.
* Using complex rhythms to be able to perform a theme using body percussion, staying in time with the pulse. Following a vocal line with accuracy.
* Playing the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time and notating them. Using music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms, representing one rhythm in a range of different ways.
 | * Performing rhythms confidently either on their own or in a group.
* Identifying the sounds of different instruments and discussing what they sound like. Making reasonable suggestions for which instruments can be matched to which pieces of art. Recalling the names of several instruments according to their orchestra sections.
* Keeping the pulse with the body percussion section. Singing with control and confidence.
* Naming the three rhythms correctly. Copying the rhythms accurately with a good sense of pulse.
* Drawing the rhythms accurately. Showing a difference between each of their variations. Showing good creativity in finished product.
 | * Ability to play rhythms on tuned percussion instruments.Demonstrating a secure sense of pulse while performing in a group.
* Discussion about how sound is produced in various instruments. Offering ideas with detailed justifications, including using musical vocabulary such as legato, staccato, phrases and accidentals.
* Maintaining the pulse when the class split into two groups. Singing with good phrasing and good breath control.
* Relating the rhythms to musical notation.
* Were able to perform their own and others’ rhythms accurately.
 |
| Children(Notes and narrative) |  |  |  |
| **SPRING** | Film music | * Appraising different musical features in a variety of film contexts, naming several styles of music and identifying characteristics of music and interpreting their meaning.
* Identifying and understanding some composing techniques in film music, describing the pitch of music and how it changes and discussing emotions that the music may evoke.
* Using graphic scores to interpret different emotions in film music, suggesting sounds which represent symbols on a graphic score.
* Creating and notating musical ideas and relating them to film music.
* Playing a sequence of musical ideas to convey emotion. Interpreting their own graphic score and performing the sounds accurately.
 | * Identifying how different styles of music contribute to the feel of a film and participating in the discussions, sharing their views and justifying their answers.
* Using the terms ‘major’ and ‘minor’ and identifying different instruments to describe how music evokes different emotions. Identifying pitch, tempo and dynamics, and using these to explain and justify their answers.
* Giving reasonable and thought-out suggestions for what each graphic score represents.
* Using their body, voice and instruments to create sounds to represent a given theme. To create a musical score to represent a composition.
* Interpreting their graphic score and performing their composition appropriately with their group. Creating sounds that relate to the scene of the film.
 | * Using musical vocabulary to justify ideas.
* Using music-specific vocabulary to describe their answers, including pitch, texture, tempo, dynamics, chords, unison etc.
* Identifying chords and melody lines within each graphic score and creating accurate graphic scores in response to what they hear.
* Using their own instruments to contribute to a group composition and performance.
* Using their own instruments to contribute to the performance. Using appropriate dynamics (getting quieter and louder) according to the action on screen.
 |
| Children(Notes and narrative) |  |  |  |
| Composing notation Egyptians | * Singing with accuracy fluency, control, and expression.
* Exploring and using different forms of notation.
* Understanding note length.
* Reading simple pitch notation.
* Using hieroglyphs and staff notation to write a piece of music.
 | * Singing in time and in tune with other people and the backing track, remembering the lyrics. Following the tune.
* Identifying the structure of a piece of music and matching this to non-standard notation as well as improving their own piece of music.
* Playing the melody with reasonable accuracy, performing with confidence and in time with others and by ear. Making my part balance with the other music around me.
* Composing and playing a melody using staff notation. Knowing that notes can go either on or between the lines. Using pitch notation to write down their own melody.
* Contributing meaningfully to the group performance and composition, including using hieroglyphic notation to show the structure of their piece.
 | * Using musical vocabulary to describe both the music of the song and the features of the performance that need improving.
* Improvising a satisfying piece of music using non-standard notation, which can be easily interpreted by others. Using hieroglyphs to notate my composition.Playing the melody with a high level of accuracy, adjusting the balance and timing of their part in the final performance as well as identifying and recognising different note lengths and names.
* Using staff notation to compose a melody and rhythm as well as quickly and accurately reading staff notation to play confidently from it.
* Taking a leadership role within the group and ensuring everyone plays in time as well as using staff notation accurately to record the composition. Working as part of a group to compose a piece of music in a particular style.
 |
| Children(Notes and narrative) |  |  |  |
| **SUMMER** | Fingal’s cave | * Appraising the work of a classical composer (Felix Mendelssohn), using creative language to characterise the music
* Improvising as a group, using dynamics and pitch changes and following a conductor.
* Improvising as a group, using changes in texture. Notating ideas using a graphic score.
* Using knowledge of dynamics, texture and pitch to create a group composition. Appraising the work of peers' constructively.
* Using teamwork to create a group composition featuring changes in texture, dynamics and pitch. Using creative language effectively to produce a performance.
 | * Engaging in discussion about the sounds of the orchestral piece. Having a selection of varied vocabulary in response to what they hear.
* The ability to change dynamics and pitch, differentiating between the two and be able to follow the conductor.
* Changing texture within their group improvisation, and being able to talk about the effect. Creating a graphic score.
* Using dynamics/ texture/ pitch in their work. Taking the role of a conductor or following a conductor. Practicing work so that it can be remembered.
* Following the conductor to show changes in pitch.
 | * Describing sounds using instrument names.
* The ability to use both pitch and dynamics in the same improvisation and be able to follow the conductor accurately.
* Using both pitched and unpitched sounds in the same improvisation.
* Making suggestions for how to improve compositions.
* Including performance aspects of pitch and dynamics together/alliteration or metaphors in spoken word.
 |
| Children(Notes and narrative) |  |  |  |
| Composing and performing a leaving song | * Listening to and describing music.
* Writing lyrics for a song.
* Organising lyrics into a song structure.
* Exploring a backing track and using vocal improvisation and known melodies.
* Composing a chorus melody.
* Composing a verse melody.
 | * Identifying and evaluating the musical features of a song:Lyrics – their meaning and how they make you feelTempo – whether the tempo reflects the mood of the musicMelody – whether the melody matches the lyrics and its effect on the listenerArrangement – if the style and instrumentation reflects the mood of the lyrics.
* Contributing relevant and suitable ideas to their group chorus and turning these into lyrics. Suggesting how lines three and four could rhyme.
* Contributing ideas to their group verse and suggesting and suggesting how lines one and four and five and eight could rhyme. Using their poetry writing skills to turn these into lyrics.
* Fitting an existing melody over a four-chord backing track. Performing their improvisation/melody to the class.
* Creating a melody that fits both the lyrics and the four chord backing track of the chorus using tuned percussion instruments. Recording their melodies using letter notation.
* Creating a melody that fits both the lyrics and the four-chord backing track. Performing the leavers’ song with confidence. Performing a song I have written.
 | * Evaluating the combined success of the musical features of a song in creating an intended effect.
* Taking a lead in their group to produce a chorus with all lines rhyming, eg: lines one and three as well as lines two and four.
* Taking a lead in their group to produce a verse with alternate lines rhyming. Working as part of a group to sequence and structure lyrics into a verse.
* Showing their musical creativity by combining two or more melodies or improvisations over a four-chord backing track.
* Using their own instrument to compose a melody. Amending their melody to improve it, varying the dynamics and using more than one instrument. Notating their melody using staff notation.
* Using their own instrument to compose a melody. Notating their melody using staff notation. Performing the leavers’ song confidently and in tune. Rehearsing to improve my performance.
 |
| Children(Notes and narrative) |  |  |  |