

Key Assessment Criteria



Being a musician

The key assessment criteria for music have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as musicians.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.



Key Assessment Criteria: *Being a musician*



A year 1 musician	A year 2 musician	A year 3 musician
<ul style="list-style-type: none"> I can use my voice to speak, sing and chant. I can use instruments to perform. I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. I can follow instructions about when to play and sing. 	<ul style="list-style-type: none"> I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can sing or clap increasing and decreasing tempo. I can order sounds to create a beginning, middle and an end. I can create music in response to different starting points. I can choose sounds which create an effect. I can use symbols to represent sounds. I can make connections between notations and musical sounds. I can listen out for particular things when listening to music. I can improve my own work. 	<ul style="list-style-type: none"> I can sing a tune with expression.. I can play clear notes on instruments. I can use different elements in my composition. I can create repeated patterns with different instruments. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. I can use musical words to describe a piece of music and compositions. I can use musical words to describe what I like and do not like about a piece of music. I can recognise the work of at least one famous composer. I can improve my work; explaining how it has been improved.

Key Assessment Criteria: Being a musician



A year 4 musician	A year 5 musician	A year 6 musician
<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can use notation to record and interpret sequences of pitches. • I can use notation to record compositions in a small group or on my own. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can maintain my part whilst others are performing their part. • I can improvise within a group using melodic and rhythmic phrases. • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use notation to record groups of pitches (chords). • I can use my music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful. • I can suggest improvement to my own work and that of others. • I can contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately. • I can perform parts from memory. • I can take the lead in a performance. • I can use a variety of different musical devices in my composition (including melody, rhythms and chords). • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times have had on people of that time.