

Conisbrough Ivanhoe Primary Academy Music Assessment

Cornerstones music assessment: descriptors are a Best Fit for evidence in topic books and teacher assessment at ARE or not at ARE at the end of the year.

Y1 Assessment

- Listen to a piece of music, identifying if it is fast or slow, happy or sad.
- Make sounds in different ways, including hitting, blowing and shaking.
- Talk about the songs/pieces of music which they enjoy.
- Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).
- Sing with a sense of shape and melody.
- Copy a simple rhythm by clapping or using percussion.
- Begin to represent sounds with drawings.
- State what they like or dislike about a piece of music.

Y2 Assessment

- Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder).
- Begin to recall sounds.
- Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.
- Describe basic elements of a piece of music (e.g. pace, volume, emotion).
- Use own voice in different ways, including speaking, singing and chanting for different effects.
- Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.
- Identify the difference between rhythm and pulse.
- Follow a simple piece of written rhythmic notation.
- Explain what they like or dislike about a piece of music and why.

Y3 Assessment

- Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).
- Use standard and invented symbols to represent sounds.
- Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.
- Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.
- Sing songs confidently both solo and in groups.
- Create and repeat extended rhythmic patterns, vocally or by using clapping.
- Use written symbols both standard and invented to represent sounds.
- Compare and contrast two pieces of music on the same theme.
- Listen to music from different periods in history.

Y4 Assessment

- Describe how a piece of music makes them feel, making an attempt to explain why.
- Recall sounds with increasing aural memory.
- Shape composition, considering dynamics, timbre and tempo.
- Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.
- Perform significant parts from memory and from notation, either on a musical instrument or vocally.
- Maintain a simple part within an ensemble.
- Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.
- Follow a basic melody line, using standard notation.
- Appreciate and listen to music drawn from different traditions, cultures and composers.

Y5 Assessment

- Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.
- Improvise and notate musical phrases to develop compositions.
- Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.
- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.
- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).
- Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
- Perform from simple notation on tuned/untuned instruments.
- Appreciate and understand high quality music, both live and recorded.
- Recognise and describe music and musical instruments from different periods in history.

Y6 Assessment

- Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
- Compose a piece of music based on a theme (e.g. a film or a special event).
- Describe how music can be used to create expressive effects and convey emotion.
- Take the lead in performances and provide suggestions to others.
- Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.
- Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
- Recognise/use staff and use unconventional notation when composing.
- Listen to and comment on the work of musicians and composers, indicating own preferences.
- Explain the influence of historical events on music.