



Live, love and learn in a caring Christian community.

Music Assessment Criteria

KS1

Year group	Working towards (WTS)	Expected standard (EXS)	Greater depth (GDS)
<p>Year 1</p> <p>Autumn</p> <p>OUR BODIES</p> <p>Listening, Playing and Performing</p> <p>(duration/tempo)</p>	<p>1. Sing a song, marking beats at different tempi (speeds) as a member of a group</p> <p>2. Play a recurring rhythm in a group, with support from others</p> <p>3. Play as a member of a group, maintaining a steady beat or a recurring rhythm</p> <p>4. Co-create a sequence of new rhythmic patterns with a partner, or as part of a small group</p>	<p>1. Sing a song, marking beats at different tempi (speeds)</p> <p>2. Play a recurring rhythm</p> <p>3. Play in two groups, maintaining a steady beat and a recurring rhythm</p> <p>4. Create a sequence of new rhythmic patterns</p>	<p>1. Sing a song, marking beats at different tempi (speeds) independently</p> <p>2. Recognise and play a recurring rhythm accurately</p> <p>3. Play in two groups, maintaining a steady beat and a recurring rhythm, and show ability to lead a group</p> <p>4. Create a sequence of new and varied rhythmic patterns</p>
<p>Year 1</p> <p>Spring</p> <p>WEATHER</p> <p>Exploring Sounds, Playing and Performing</p> <p>(timbre/texture/structure)</p>	<p>1. Sing songs combining actions and vocal effects in manageable ways</p> <p>2. Explore sound effects using voices, body percussion and instruments experimentally</p> <p>3. Listen to a piece of 'programme' music depicting a storm and recognise weather sound effects within the music</p> <p>4. Compose a movie soundtrack within a group, incorporating some awareness of dynamics and timbre</p>	<p>1. Sing songs combining actions and vocal effects</p> <p>2. Explore sound effects using voices, body percussion and instruments</p> <p>3. Listen to a piece of 'programme' music depicting a storm</p> <p>4. Compose a movie soundtrack with an awareness of dynamics and timbre</p>	<p>1. Sing songs combining actions and vocal effects confidently, showing an ability to lead others</p> <p>2. Explore sound effects using voices, body percussion and instruments and achieve interesting and musical outcomes</p> <p>3. Listen to a piece of 'programme' music depicting a storm and recognise how some of the intended effects are achieved</p> <p>4. Compose a movie soundtrack incorporating several elements to create a musically satisfying piece</p>

<p>Year 1</p> <p>Summer</p> <p>ANIMALS</p> <p>Singing, Playing And Listening (pitch/timbre)</p>	<p>1. Perform chants and songs using a limited range of vocal pitches</p> <p>2. Listen to music, identifying contrasting pitches when strongly evident</p> <p>3. Play percussion of different pitches to accompany music, working with a partner or following a leader</p> <p>4. Explore vocal sequences, experimenting with pitch and following a graphic score when guided</p>	<p>1. Perform chants and songs in varying vocal pitches</p> <p>2. Listen to music, identifying contrasting pitches</p> <p>3. Play percussion of different pitches to accompany music</p> <p>4. Create vocal sequences, focusing on pitch and following a graphic score</p>	<p>1. Perform chants and songs in varying pitches, fully exploring their vocal range</p> <p>2. Listen to music, identifying contrasting pitches independently</p> <p>3. Play percussion of different pitches to accompany music, knowing where higher and lower pitched notes are positioned on tuned percussion</p> <p>4. Create vocal sequences, focusing on pitch and following a graphic score convincingly</p>
<p>Year 2</p> <p>Autumn</p> <p>SEASONS</p> <p>Singing, Listening and Responding (pitch)</p>	<p>1. Perform Makaton signs to accompany a song by copying</p> <p>2. Sing a limited range of songs featuring rising and falling pitch</p> <p>3. Perform actions to differentiate three pitches: rising, falling and staying the same, by following a leader or working with a group</p> <p>4. Perform hand movements with emerging confidence, to reflect rising and falling pitch</p>	<p>1. Perform Makaton signs to accompany a song</p> <p>2. Sing a range of songs featuring rising and falling pitch</p> <p>3. Perform actions to differentiate three pitches: rising, falling and staying the same</p> <p>4. Perform hand movements independently to reflect rising and falling pitch</p>	<p>1. Perform Makaton signs confidently to accompany a song</p> <p>2. Sing a range of songs with assurance, demonstrating vocal mastery of melodies that feature rising and falling pitch</p> <p>3. Perform actions accurately to differentiate three pitches: rising, falling and staying the same</p> <p>4. Perform hand movements independently to reflect rising and falling pitch in a range of songs</p>
<p>Year 2</p> <p>Spring</p> <p>NUMBER</p> <p>Playing, Performing And Composing</p>	<p>1. Play patterns on body percussion and instruments, beginning to differentiate beat and rhythm</p> <p>2. Perform actions grouped in four and eight beats following a leader</p>	<p>1. Play patterns on body percussion and instruments, differentiating beat and rhythm</p> <p>2. Perform actions grouped in four and eight beats</p>	<p>1. Play patterns on body percussion and instruments, clearly differentiating beat and rhythm</p> <p>2. Perform actions grouped in four and eight beats, recognising and</p>

(duration/structure)	<p>3. Play an ostinato as a member of a group to accompany a listening piece</p> <p>4. Compose an ostinato with a partner, using a grid score structure</p>	<p>3. Play an ostinato to accompany a listening piece</p> <p>4. Compose own ostinati using a grid score structure</p>	<p>performing the different patterns without support</p> <p>3. Play an ostinato independently to accompany a listening piece</p> <p>4. Compose and perform own ostinati confidently, using a grid score structure</p>
<p>Year 2</p> <p>Summer</p> <p>STORY TIME</p> <p>Listening,</p> <p>Exploring sounds and Composing</p> <p>(timbre/texture)</p>	<p>1. Listen to recorded music and begin to recognise how different scenes and moods were created</p> <p>2. Listen to recorded music and suggest ideas for group composition</p> <p>3. Experiment with musical sound effects to describe characters and objects</p> <p>4. Compose and perform a sequence of descriptive and atmospheric music as part of a group, with leader support</p>	<p>1. Listen to recorded music and discuss ways in which different scenes and moods were created</p> <p>2. Listen to recorded music to inspire composition</p> <p>3. Create musical sound effects to describe characters and objects</p> <p>4. Compose and perform a sequence of descriptive and atmospheric music</p>	<p>1. Listen to recorded music and discuss ways in which different scenes and moods were created, using musical vocabulary</p> <p>2. Listen to recorded music to inspire composition that references the source material</p> <p>3. Create musical sound effects describe characters and objects, using instruments and sound sources in creative ways</p> <p>4. Compose and perform a sequence of descriptive and atmospheric music then describe, in musical terms, why musical sounds were selected and ordered for this group piece</p>

LKS2

Year group	Working towards (WTS)	Expected standard (EXS)	Greater depth (GDS)
<p>Year 3</p> <p>Autumn</p> <p>BUILDING</p> <p>Composing, Singing, Playing and Performing</p>	<p>1. Select and arrange rhythm patterns with different timbres with support from a partner</p> <p>2. Perform rhythm patterns transferred from vocal chants as ostinati,</p>	<p>1. Select and arrange rhythm patterns with different timbres</p> <p>2. Perform rhythm patterns transferred from vocal chants as ostinati</p> <p>3. Compose rhythm patterns as ostinati,</p>	<p>1. Select and arrange rhythm patterns skillfully, incorporating different timbres</p> <p>2. Perform rhythm patterns transferred from vocal chants as ostinati, demonstrating an</p>

<p>(duration/timbre/structure /texture)</p>	<p>supported by modelled examples</p> <p>3. Compose rhythm patterns as ostinati, showing an increasing awareness of texture and timbre</p> <p>4. Perform with voices and instruments, maintaining a part with a partner within a group</p>	<p>showing an awareness of texture and timbre</p> <p>4. Perform with voices and instruments, maintaining a part within a group</p>	<p>understanding of syllabic patterning</p> <p>3. Compose rhythm patterns as ostinati, showing imaginative use of texture and timbre</p> <p>4. Perform with voices and instruments, maintaining a part accurately within a group and showing awareness of a shared pulse</p>
<p>Year 3</p> <p>Spring</p> <p>UPS AND DOWNS</p> <p>Listening, Singing, Playing, Composing, and Notations</p> <p>(pitch/duration/timbre/ texture)</p>	<p>1. Demonstrate an understanding of a variety of notations, e.g. dot, stick and staff notations</p> <p>2. Sing songs in two parts and rap rhythmic chants</p> <p>3. Create eight-beat rhythms</p> <p>4. Play simple accompaniments from dot notation on tuned percussion</p> <p>5. Perform their own rhythmic compositions and/or melodic accompaniments with a song</p>	<p>1. Demonstrate an understanding of a variety of notations, e.g. dot, stick and staff notations</p> <p>2. Sing songs in two parts and rap rhythmic chants</p> <p>3. Create eight-beat rhythms</p> <p>4. Play simple accompaniments from dot notation on tuned percussion</p> <p>5. Perform their own rhythmic compositions and/or melodic accompaniments with a song</p>	<p>1. Demonstrate an understanding of and the ability to play from dot, stick and staff notations</p> <p>2. Sing both parts of a two-part song and rap rhythmic chants accurately and confidently</p> <p>3. Create eight-beat rhythms, incorporating interesting patterning</p> <p>4. Play accompaniments capably from dot notation on tuned percussion</p> <p>5. Perform their own rhythmic compositions and/or melodic song accompaniments, evaluating and improving work in order to achieve the intended effect.</p>
<p>Year 3</p> <p>Summer</p> <p>FOOD AND DRINK</p> <p>Performing, Singing and Playing</p> <p>(duration/timbre/texture, structure)</p>	<p>1. Sing a song as a round in three parts, supported by confident singers</p> <p>2. Play ostinato accompaniments to songs with a partner</p> <p>3. Explore texture freely with voices and instruments</p> <p>4. Create a soundscape for a given purpose as part of a group</p>	<p>1. Sing a song as a round in three parts</p> <p>2. Play ostinato accompaniments to songs</p> <p>3. Explore texture with voices and instruments</p> <p>4. Create a soundscape for a given purpose</p>	<p>1. Sing a song as a round in three parts, maintaining own part confidently</p> <p>2. Play ostinato accompaniments to songs with skill and accuracy</p> <p>3. Explore texture creatively with voices and instruments</p> <p>4. Create a soundscape for a given purpose,</p>

			focusing on imaginative use of texture and timbr
<p>Year 4</p> <p>Autumn</p> <p>ENVIRONMENT</p> <p>Listening, Exploring Sounds, Playing, Composing, Performing</p> <p>(timbre/texture/structure)</p>	<p>1. Listen to contrasting pieces of music and use musical vocabulary with more confidence when describing differences between them</p> <p>2. Select sounds for a specific purpose or effect, displaying an increase awareness of timbre</p> <p>3. Sing and play in a minor key, beginning to recognise the effect or mood created</p> <p>4. Perform in groups with voices and instruments, incorporating some features of contrast and expression</p>	<p>1. Listen to and discuss contrasting pieces of music, developing a more frequent use of musical vocabulary</p> <p>2. Select sounds for a specific purpose or effect, displaying an awareness of timbre</p> <p>3. Sing and play in a minor key and recognise the effect or mood created</p> <p>4. Perform in groups with voices and instruments, incorporating contrast and expression</p>	<p>1. Listen to and discuss contrasting pieces of music, demonstrating an assured use of musical vocabulary in appropriate contexts</p> <p>2. Select sounds for a specific purpose or effect, displaying a confident knowledge of instruments and their timbres</p> <p>3. Sing and play confidently in a minor key and recognise the effect or mood created</p> <p>4. Perform in groups with voices and instruments, incorporating contrast and expression effectively</p>
<p>Year 4</p> <p>Spring</p> <p>BUILDING</p> <p>Singing, Playing, Performing, Improvising, Notations</p> <p>(structure/texture/ duration (rhythm)/pitch/dynamics)</p>	<p>1. Sing songs and listen to music, recognising some musical features</p> <p>2. Perform layered ostinato pieces, reading from scores with support from a group</p> <p>3. Evaluate a performance of a composed ostinato piece using a limited range of rhythmic words and phrases</p> <p>4. Improvise a simple melody for a rondo piece using a limited palette of notes</p>	<p>1. Sing songs and listen to music, recognising specific structures</p> <p>2. Perform layered ostinato pieces, reading from scores</p> <p>3. Evaluate a performance of a composed ostinato piece</p> <p>4. Improvise melodies for a rondo piece using a limited palette of notes</p>	<p>1. Sing songs and listen to music, confidently recognising specific structures</p> <p>2. Perform layered ostinato pieces accurately, reading from scores</p> <p>3. Evaluate a performance of a composed ostinato piece, applying an understanding of syllabic patterns and rhythms</p> <p>4. Improvise well-constructed melodies for a rondo piece using a limited palette of notes, and demonstrate an ability to recall the improvisation</p>
<p>Year 4</p> <p>IN THE PAST</p> <p>Summer</p>	<p>1. Listen to dance music from a range of styles and eras, such as Renaissance and early pop music, and begin to</p>	<p>1. Listen to dance music from a range of styles and eras, such as Renaissance and early pop music</p>	<p>1. Listen to dance music from a range of styles and eras, such as Renaissance and early pop music, and talk about the stylistic features</p>

<p>Listening, Composing, Performing and Notations</p> <p>(duration/structure/texture)</p>	<p>recognise different features</p> <p>2. Respond to music with dance and movement, demonstrating a sense of rhythm in interpretation</p> <p>3. Perform from notation, becoming more aware of metre and structure</p> <p>4. Arrange and perform a pop song with voices, instruments and movement, sharing ideas with others</p>	<p>2. Respond to music rhythmically with dance and movement</p> <p>3. Perform from notation with an awareness of metre and structure</p> <p>4. Arrange and perform a pop song with voices, instruments and movement</p>	<p>2. Respond to music rhythmically with dance and movement, applying rhythmic accuracy to choreographed interpretation</p> <p>3. Perform accurately from notation with an awareness of metre and structure</p> <p>4. Arrange and perform a pop song with voices, instruments and movement, incorporating a realistic musical flavour of the period from which it comes</p>
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UKS2

Year group	Working towards (WTS)	Expected standard (EXS)	Greater depth (GDS)
<p>Year 5</p> <p>Autumn</p> <p>OUR COMMUNITY</p> <p>Performing, Singing, Playing and Improvising</p> <p>(duration/pitch/structure /texture)</p>	<p>1. Learn a song and a melodic ostinato, supported by a group of confident voices</p> <p>2. Improvise lyrics for a given subject, selecting and trying out ideas with others</p> <p>3. Evaluate and arrange different versions of their work, selecting the best outcome as part of a group</p> <p>4. Perform a song within a supportive group, combining their own lyrics and ideas using melodic instruments and voices</p>	<p>1. Learn a song and a melodic ostinato</p> <p>2. Improvise lyrics for a given subject</p> <p>3. Evaluate and arrange different versions of their work, selecting the best outcome</p> <p>4. Perform a song combined with their own lyrics and ideas using melodic instruments and voices</p>	<p>1. Learn a song and a melodic ostinato and perform both parts musically</p> <p>2. Improvise lyrics for a given subject, carefully matching syllables and rhythm patterns</p> <p>3. Evaluate and arrange different versions of their work, using musical criteria to select the best outcome</p> <p>4. Perform a song, using rehearsals to successfully integrate their own lyrics and musical components using melodic instruments and voices</p>
<p>Year 5</p> <p>Spring</p> <p>LIFE CYCLES</p>	<p>1. Listen to music from a range of styles, eras and forms and begin to recognise how composers weave the elements into their music</p>	<p>1. Listen to music from a range of styles, eras and forms and recognise how composers weave the elements into their music</p> <p>2. Play sensitively to reflect a mood</p>	<p>1. Listen to music from a range of styles, eras and forms and recognise unique characteristics and musical commonalities</p> <p>2. Play sensitively to reflect a mood, applying</p>

<p>Listening, Singing, Composing, Performing, and Notations (structure/pitch/timbre)</p>	<p>2. Play with quieter dynamics to reflect a mood</p> <p>3. Create short compositions for a given purpose, collecting initial ideas as a group</p> <p>4. Sing and play a piece in four parts, focusing on a steady pulse</p>	<p>3. Create short compositions for a given purpose</p> <p>4. Sing and play a piece in four parts accurately</p>	<p>knowledge of the elements with imagination</p> <p>3. Create short compositions for a given purpose, using invented graphics to stimulate musical ideas</p> <p>4. Sing and play a piece in four parts accurately, maintaining a steady tempo and a balance between parts</p>
<p>Year 5 Summer AT THE MOVIES Composing, Appraising, Performing, and Notations (all elements)</p>	<p>1. Appraise music in animations, recognising that tempo and structure are key elements of this genre</p> <p>2. Explore musical techniques for animation, create sound effects and perform them on cue with support from a partner or group</p> <p>3. Sing songs, adapting the tempo with increasing accuracy to match a character's actions</p> <p>4. Compose melodic sequences in three tempi with a partner to accompany an animation</p>	<p>1. Appraise music in animations, showing an understanding of tempo and structure</p> <p>2. Explore musical techniques for animation, create sound effects and perform them on cue</p> <p>3. Sing songs, adapting the tempo accurately to match a character's actions</p> <p>4. Compose melodic sequences in three tempi to accompany an animation</p>	<p>1. Appraise music in animations, showing a well-informed understanding of tempo and structure in this genre</p> <p>2. Explore musical techniques for animation, create appropriate sound effects and perform them on cue with accurate timing</p> <p>3. Sing songs, adapting the tempo accurately to match a character's actions and to synchronise with the moving images</p> <p>4. Compose melodic sequences in three tempi to effectively accompany an animation</p>
<p>Year 6 Autumn JOURNEYS Performing and Singing (structure/duration/dynamics/pitch/texture)</p>	<p>1. Listen to music and identify its metre and meaning, with support</p> <p>2. Sing in unison and in harmony, demonstrating some understanding of the song's structure</p> <p>3. Arrange a performance, considering the audience, staging ideas, movement and dramatisation,</p>	<p>1. Listen to music and identify its metre and meaning</p> <p>2. Sing in unison and in harmony, demonstrating an understanding of the song's structure</p> <p>3. Arrange a performance, considering the audience, staging ideas, movement and dramatization</p>	<p>1. Listen to music and identify its metre and meaning independently</p> <p>2. Sing in unison and in harmony, demonstrating a thorough understanding of the song's structure</p> <p>3. Arrange a performance, considering the audience, staging ideas, movement and dramatisation and following a definite plan for a creative outcome</p>

	<p>implementing ideas agreed with others</p> <p>4. Perform vocally with longer phrases and increasing control, and beginning to communicate expression more effectively</p>	<p>4. Perform vocally with longer phrases and greater control, communicating expression effectively</p>	<p>4. Perform vocally to a high-performance standard, with longer phrases and greater control, and communicating expression effectively</p>
<p>Year 6</p> <p>Spring</p> <p>GROWTH</p> <p>Performing, Singing, Playing and Notations</p> <p>(texture/pitch/duration/ tempo/structure)</p>	<p>1. Listen to music and begin to identify and replicate an ostinato</p> <p>2. Improvise and perform a sequence of rhythmic vocal calls with movement, supported by a partner or group</p> <p>3. Demonstrate an emerging understanding of texture and harmony and sing with more accurate pitch</p> <p>4. Play chords and a melodic ostinato with a partner, developing greater accurately</p>	<p>1. Listen to music and identify and replicate an ostinato</p> <p>2. Improvise and perform a sequence of rhythmic vocal calls with movement</p> <p>3. Demonstrate an understanding of texture and harmony and sing with accurate pitch</p> <p>4. Play chords and a melodic ostinato accurately</p>	<p>1. Listen to music and identify and replicate an ostinato with accuracy</p> <p>2. Improvise and perform a sequence of rhythmic vocal calls with movement, incorporating imaginative ideas</p> <p>3. Demonstrate a clear understanding of texture and harmony and sing with consistently accurate pitch</p> <p>4. Play chords and a melodic ostinato accurately and musically</p>
<p>Year 6</p> <p>Summer</p> <p>CLASS AWARDS</p> <p>Listening, Performing, Singing, Playing and Composing</p> <p>(all elements)</p>	<p>1. Listen to orchestral music and appraise the composers' intentions using some musical vocabulary to express opinions</p> <p>2. Compose and perform short pieces of music to reflect their own artwork, working with a supportive group and experimenting with some of the elements</p> <p>3. Improvise rap lyrics with familiar language using rhythm and rhyme</p> <p>4. Create and perform a rap, achieved through combining shared ideas and working with a partner</p>	<p>1. Listen to orchestral music and appraise the composers' intentions using musical vocabulary</p> <p>2. Compose and perform short pieces of music to reflect their own artwork, experimenting with a wider range of elements</p> <p>3. Improvise rap lyrics using rhythm and rhyme</p> <p>4. Create and perform a rap, achieved through combining shared ideas</p>	<p>1. Listen to orchestral music and appraise the composers' intentions using musical vocabulary confidently and articulately</p> <p>2. Compose and perform short pieces of music to reflect their own artwork, showing mastery of a wider range of elements</p> <p>3. Improvise rap lyrics using rhythm and rhyme and explore workable ideas for further development</p> <p>4. Create and perform a rap, achieved through skillful manipulation of language and combining shared ideas</p>