



Langney Primary End of Year Expectations and Key Assessment Criteria for Music



Key Stage	Year Group	Listen and Appraise	Games & Singing	Playing Instruments	Improvisation <small>Improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</small>	Composition	Perform & Share
Key Stage 1	1	<p>I can start to recognise very simple style indicators and different instruments used (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz).</p> <p>I can begin to find the pulse of a piece of music.</p> <p>I can begin to use basic musical language to describe the music I am listening to and my feelings towards it.</p> <p>I can begin to listen, with respect, to other people's ideas and feelings towards the music I have listened to.</p> <p>I can discuss simple dimensions of music (pulse, rhythm, pitch, tempo and dynamics) and how they fit into the music I am listening to.</p>	<p>I can clap the rhythm of my name, favourite food, favourite colour etc.</p> <p>I have begun to understand the importance of working together as a group, gradually developing the confidence to sing alone.</p> <p>I have begun to understand the importance of warming up my voice and establishing a good singing position.</p> <p>I can stop and start as appropriate, beginning to follow a leader / conductor.</p>	<p>I can begin to play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.</p> <p>I can stop / start and respond to basic musical cues from the leader / conductor.</p> <p>I treat my instrument with respect and can play it correctly.</p> <p>I can play as part of an ensemble / group with a sound-before-symbol (by ear) approach.</p>	<p>I have begun to understand through activity that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</p> <p>I can improvise using very simple patterns on my instrument and / or voice.</p> <p>I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>I can start to perform my own rhythms and melodies with confidence within a group.</p> <p>I can improvise using one or two notes.</p>	<p>I can create compositions using one or two notes, increasing to three notes if appropriate.</p> <p>I can record the composition in any way appropriate and notate music in different ways e.g. using graphic / pictorial notation, video, ICT.</p> <p>I can musically demonstrate a very simple understanding and use of interrelated dimensions of music as appropriate when creating and making music e.g. getting louder / quieter (dynamics); higher / lower (pitch).</p>	<p>I can start to work together as part of an ensemble / band; remembering the importance of starting and ending together.</p> <p>I can perform what I have learnt with confidence.</p> <p>I can practise, rehearse and present performances with some awareness of an audience.</p> <p>I can offer helpful and thoughtful comments and feedback about others' performance.</p>

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Key Stage 1	2	<p>I can start to recognise very simple style indicators and different instruments used (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz).</p>	<p>I can clap the rhythm of my name, favourite food, favourite colour etc. confidently and create my own rhythm when asked.</p> <p>I can understand the importance of working</p>	<p>I can begin to play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.</p>	<p>I have begun to understand through activity that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing.</p>	<p>I can create compositions using one or two notes, increasing to three notes if appropriate.</p> <p>I can record the composition in any way appropriate and notate</p>	<p>I can start to work together as part of an ensemble / band; remembering the importance of starting and ending together.</p>

		<p>I can find and internalise the pulse in a piece of music.</p> <p>I can begin to use basic musical language to describe the music I am listening to and my feelings towards it.</p> <p>I can begin to listen, with respect, to other people's ideas and feelings towards the music I have listened to.</p> <p>I can discuss simple dimensions of music (pulse, rhythm, pitch, tempo and dynamics) and how they fit into the music I am listening to.</p>	<p>together as a group, gradually developing the confidence to sing alone.</p> <p>I have begun to understand the importance of warming up my voice and establishing a good singing position.</p> <p>I can sing with a good sense of the pulse internally, sing together and in time with the group.</p> <p>I can stop and start as appropriate, beginning to follow a leader / conductor.</p>	<p>I can respond to basic musical cues from the leader / conductor.</p> <p>I treat my instrument with respect and can play it correctly.</p> <p>I can play as part of an ensemble / group with a sound-before-symbol (by ear) approach.</p>	<p>I can improvise using very simple patterns on my instrument and / or voice.</p> <p>I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>I can start to perform my own rhythms and melodies with confidence within a group.</p> <p>I can improvise using one or two notes.</p>	<p>music in different ways e.g. using graphic / pictorial notation, video, ICT.</p> <p>I can musically demonstrate a very simple understanding and use of interrelated dimensions of music as appropriate when creating and making music e.g. getting louder / quieter (dynamics); higher / lower (pitch).</p> <p>I can recognise / identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way to remember it.</p>	<p>I can perform what I have learnt with confidence.</p> <p>I can practise, rehearse and present performances with some awareness of an audience.</p> <p>I can offer helpful and thoughtful comments and feedback about others' performance.</p>
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Key Stage 2	3	<p>I can identify musical styles through learning about their style indicators and the instruments played (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz).</p> <p>I can find the pulse, the steady beat to music, I am listening to.</p> <p>I can use musical language to describe and talk about music.</p> <p>I can listen to other ideas about music, respect those ideas and feelings.</p> <p>I can show how pulse, rhythm, pitch, tempo and dynamics fit together.</p>	<p>I can demonstrate how I find / feel the pulse with ease.</p> <p>I can clap / play simple rhythms, copy one or two note pitches and create my own rhythms when asked.</p> <p>I understand the importance of working together as a group, gradually developing the confidence to sing alone.</p> <p>I understand the importance of warming up my voice and establishing a good singing position.</p> <p>I can sing with a good sense of the pulse internally, sing together and in time with the group.</p>	<p>I can play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.</p> <p>I can respond to basic musical cues from the leader / conductor.</p> <p>I treat my instrument with respect / care and can play it correctly.</p> <p>I can play confidently as part of an ensemble / group with a sound-before-symbol (by ear) approach.</p>	<p>I can explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>I can improvise using very simple patterns on my instrument and / or voice.</p> <p>I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>I can perform my own rhythms and melodies with confidence within a group.</p> <p>I can improvise using one or two notes.</p>	<p>I can create slightly more complex melodies within the context of the song that is being learnt.</p> <p>I can move beyond composing using two notes, increasing to three notes, if appropriate.</p> <p>I can record the composition in any way appropriate and notate music in different ways e.g. using graphic / pictorial notation, video, ICT.</p> <p>I can musically demonstrate an understanding and use of interrelated dimensions of music as appropriate when creating and making music e.g. getting louder / quieter (dynamics); higher /</p>	<p>I can work together as part of an ensemble / band; remembering the importance of starting and ending together.</p> <p>I can perform what I have learnt with confidence.</p> <p>I can practise, rehearse and present performances with some awareness of an audience.</p> <p>I can offer helpful and thoughtful comments and feedback about others' performance.</p>

			I can follow a leader / conductor.			lower (pitch); faster / slower (tempo). I can identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way to remember it.	
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Key Stage 2	4	<p>I can identify musical styles through learning about their style indicators and the instruments played (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz).</p> <p>I can find the pulse, the steady beat to music, I am listening to and understand what that means.</p> <p>I can consistently use accurate musical language to describe and talk about music.</p> <p>I can listen to other ideas about music, respect those ideas and feelings.</p> <p>I can show how pulse, rhythm, pitch, tempo and dynamics fit together.</p>	<p>I can find and internalise the pulse on my own and stay in time.</p> <p>I can demonstrate a fast and slow pulse.</p> <p>I can clap / play simple rhythms, copy one or two note pitches confidently and create my own rhythms when asked as well as lead others.</p> <p>I understand how work together as part of a group and have developed the confidence to sing alone.</p> <p>I understand the importance of warming up my voice and establishing a good singing position.</p> <p>I can sing with a good sense of the pulse internally and sing together / in time with the group (or in two parts).</p> <p>I can follow a leader / conductor with confidence.</p>	<p>I can play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.</p> <p>I can respond to basic musical cues from the leader / conductor.</p> <p>I treat my instrument with respect / care and can play it correctly.</p> <p>I can play confidently as part of an ensemble / group with a sound-before-symbol (by ear) approach.</p>	<p>I can explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>I can improvise using very simple patterns on my instrument and / or voice.</p> <p>I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>I can perform my own rhythms and melodies with confidence within a group.</p> <p>I can improvise using one or two notes.</p>	<p>I can create slightly more complex melodies within the context of the song that is being learnt.</p> <p>I can move beyond composing using two notes, increasing to three notes. if appropriate.</p> <p>I can record the composition in any way appropriate and notate music in different ways e.g. using graphic / pictorial notation, video, ICT.</p> <p>I can musically demonstrate an understanding and use of interrelated dimensions of music as appropriate when creating and making music e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</p> <p>I can identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way to remember it.</p>	<p>I can present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song / piece through the performance.</p> <p>I can perform what I have learnt to other people.</p> <p>I can play my instrument, improvise and play my compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>I can practise, rehearse and present performances with awareness of an audience.</p> <p>I can offer helpful and thoughtful comments and feedback about others' performance.</p>

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Key Stage 2	5 CHECK	<p>I can identify musical styles through learning about their style indicators and the instruments played (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz).</p> <p>I can find the pulse, the steady beat to music, I am listening to and understand what that means.</p> <p>I can consistently use accurate musical language to describe and talk about music.</p> <p>I can listen to other ideas about music, respect those ideas and feelings.</p> <p>I can show how pulse, rhythm, pitch, tempo and dynamics fit together.</p>	<p>I can find and internalise the pulse on my own and stay in time.</p> <p>I can demonstrate a fast and slow pulse.</p> <p>I can clap / play simple rhythms, copy one or two note pitches confidently and create my own rhythms when asked as well as lead others.</p> <p>I understand how work together as part of a group and have developed the confidence to sing alone.</p> <p>I understand the importance of warming up my voice and establishing a good singing position.</p> <p>I can sing with a good sense of the pulse internally and sing together / in time with the group (or in two parts).</p> <p>I can follow a leader / conductor with confidence.</p>	<p>I can play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt.</p> <p>I can respond to basic musical cues from the leader / conductor.</p> <p>I treat my instrument with respect / care and can play it correctly.</p> <p>I can play confidently as part of an ensemble / group with a sound-before-symbol (by ear) approach.</p>	<p>I can explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>I can improvise using very simple patterns on my instrument and / or voice.</p> <p>I can create my own simple rhythmic patterns that lead to melodies in a group or solo situation.</p> <p>I can perform my own rhythms and melodies with confidence within a group.</p> <p>I can improvise using one or two notes.</p>	<p>I can create slightly more complex melodies within the context of the song that is being learnt.</p> <p>I can move beyond composing using two notes, increasing to three notes. if appropriate.</p> <p>I can record the composition in any way appropriate and notate music in different ways e.g. using graphic / pictorial notation, video, ICT.</p> <p>I can musically demonstrate an understanding and use of interrelated dimensions of music as appropriate when creating and making music e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</p> <p>I can identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way to remember it.</p>	<p>I can present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song / piece through the performance.</p> <p>I can perform what I have learnt to other people.</p> <p>I can play my instrument, improvise and play my compositions as part of this performance and with as much confidence and accuracy as possible.</p> <p>I can practise, rehearse and present performances with awareness of an audience.</p> <p>I can offer helpful and thoughtful comments and feedback about others' performance.</p>

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Key Stage 2	6	<p>I can identify musical styles through learning about their style indicators and the instruments played (Style indicators e.g. Hip Hop, Reggae, Western, Classical,</p>	<p>I can find and internalise the pulse on my own with ease.</p> <p>I can demonstrate a fast and slow pulse.</p>	<p>I can play a classroom instrument as part of a group / ensemble and as part of a song that is being learnt. I play with knowledge, confidence, ease and enjoyment.</p>	<p>I can explore and create musical improvisation with voices and instruments within the context of the song being learnt.</p>	<p>I can create slightly more complex melodies within the context of the song that is being learnt and do this with deeper understanding.</p>	<p>I can perform what I have learnt to an audience.</p>

		<p>Rock, Pop, Beatles, Latin, Film, Big Band, Jazz).</p> <p>I can find the pulse confidently and innately, of the music I am listening to and understand what that means.</p> <p>I can use accurate musical language confidently and with understanding to describe and talk about music.</p> <p>I can listen to other ideas about music, respect those ideas and feelings.</p> <p>I can explain / give examples / show how pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure fit together.</p>	<p>I can clap / play simple rhythms, copy one or two note pitches confidently and create my own rhythms when asked as well as lead others.</p> <p>I understand how to work together as part of a group and in an ensemble or, as a soloist.</p> <p>I understand the importance of warming up my voice and establishing a good singing position.</p> <p>I can perform and interpret a song stylistically and as musically as I can.</p> <p>I can sing with a good sense of the pulse internally and sing together / in time with the group. I understand the importance of clear diction and tuning.</p> <p>I can follow a leader / conductor with confidence and ease; and perhaps lead a group myself.</p>	<p>I demonstrate confidence and fluency when playing my instrument in a solo or ensemble context.</p> <p>I treat my instrument with respect / care and can play it correctly.</p> <p>I can play confidently as part of an ensemble / group with a sound-before-symbol (by ear) approach, or with notation if appropriate.</p>	<p>I can improvise using very simple patterns on my instrument and / or voice.</p> <p>I can create my own complex rhythmic patterns on my instrument and / or voice.</p> <p>I can perform my own rhythms and melodies with confidence within a group.</p> <p>I can improvise using up to three or more notes with greater confidence.</p>	<p>I can move beyond composing using two notes, increasing to three notes then five if appropriate.</p> <p>I can use voice, sounds, technology and instruments in creative ways and record the composition in any way appropriate.</p> <p>I can musically demonstrate an understanding and use of interrelated dimensions of music as appropriate.</p> <p>I can recognise and musically and / or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.</p>	<p>I can play my instrument, improvise and play my compositions as part of a performance with confidence and accuracy.</p> <p>I can practise, rehearse and present performances with awareness of an audience.</p> <p>I can offer helpful and thoughtful comments and feedback about others' performance.</p>
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