

Assessment Map – Music

Year	An At musician at Jesse Gray will be able to:	A GD musician at Jesse Gray will be able to:
FS2	<p>Play basic percussion instruments correctly and change the sounds they make in a variety of ways.</p> <p>Listen to simple sound patterns and music before responding.</p> <p>Create their own simple accompaniments and rhythm patterns.</p> <p>Perform following pictures.</p>	<p>Copy simple rhythm patterns accurately.</p> <p>Keep the steady beat accurately.</p> <p>Explain the changes in the sounds they perform.</p>
Y1	<p>Follow instructions (gestures, symbols and verbal) about when and how to play or sing.</p> <p>Play tuned and untuned instruments musically.</p> <p>Say whether they like or dislike a piece of music.</p> <p>Repeat short rhythmic patterns accurately.</p>	<p>Show a change in sound when performing from symbols.</p> <p>Give a musical reason for their opinions about heard music.</p> <p>Create and perform from their own symbols to represent sounds.</p> <p>Repeat longer rhythms accurately.</p>
Y2	<p>Perform simple accompaniments to the steady beat.</p> <p>Choose sounds which create a certain effect.</p> <p>Clap and play short rhythmic patterns.</p> <p>Create and perform from their own symbols to represent sounds.</p> <p>Use dot notation to play and create melodies.</p>	<p>Sustain an ostinato accompaniment.</p> <p>Clap and play more complex rhythm patterns.</p> <p>Perform a melody accurately from their own dot notations.</p>
Y3	<p>Use musical words to describe heard music.</p> <p>Play clear notes on instruments with thought and control.</p> <p>Play rhythm patterns accurately.</p> <p>Improvise and compose melodies using the pentatonic scale.</p> <p>Create and notate their own rhythm patterns using graphic notation.</p>	<p>Show a deeper understanding of the musical elements and use more complex language, eg. staccato.</p> <p>Sustain a rhythmic ostinato accompaniment.</p> <p>Create melodies which have a clear ending and good melodic shape.</p>
Y4	<p>Combine sounds to create a specific mood or feeling.</p> <p>Select suitable instruments for a specific purpose.</p> <p>Use notations to record and interpret a series of pitches.</p> <p>Notate a rhythm accurately using stave notation.</p> <p>Create accompaniments for tunes and perform them rhythmically.</p>	<p>Explain the choices they make when composing.</p> <p>Perform a rhythm accurately from standard musical notation.</p> <p>Maintain their part whilst others are performing their part.</p>
Y5	<p>Describe, compare and evaluate music using musical vocabulary.</p> <p>Maintain their part whilst others are performing their part.</p> <p>Perform in parts following graphic notation.</p> <p>Explain why they think their music is successful/unsuccessful and suggest improvements.</p> <p>Improvise an accompaniment using chords.</p>	<p>Use and understand more complex musical vocabulary, eg, rondo, legato.</p> <p>Play music by ear.</p> <p>Give appropriate reasons for their suggestions for improvements.</p> <p>Improvise more complex accompaniments (eg. to include rests/quavers).</p> <p>Perform accurately from notation for rhythm and pitch.</p>

Y6	Analyse features within different pieces of music using correct musical language. Improvise rhythm patterns when hand drumming using different tones. Begin to use standard musical notation for pitch and rhythm. Compose and notate a melody ending. Perform parts accurately from memory.	Improvise rhythm patterns to the steady beat. Confidently use standard musical notation for pitch and rhythm. Show a knowledge and understanding of common musical signs and symbols. Perform from memory with expression, in time and show awareness of others.
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Louise Walton