

## Key Stage 2 Assessment:

Meeting Expectations (Y3 / 4)	Meeting Expectations (Y5/6)	Exceeding Expectations
<ul style="list-style-type: none"> <li>I can recognise the way sounds are put together to create different moods and expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the way sounds are put together and the different effects that are being created to show the composers intention.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify what is happening in the music (musical devices for example ostinato, pentatonic scale, wide range of pitch, off-beat rhythms [syncopation] etc.).</li> </ul>
<ul style="list-style-type: none"> <li>I can explore sounds and put them together to create different moods and expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can make up a short rhythm on the spot (improvise) as part of my group's performance.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise a melodic and rhythmic pattern within a structure.</li> </ul>
<ul style="list-style-type: none"> <li>I can sing a song in tune.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing a song in tune with expression showing awareness of the other parts.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a song from memory.</li> </ul>
<ul style="list-style-type: none"> <li>I can sing a song with expression.</li> </ul>		<ul style="list-style-type: none"> <li>I can perform from notation (any of: shapes, graphic score, letter names of notes, notes on the staff).</li> <li>I can identify my role within the performance for example leading others, taking a solo part, providing rhythmic support.</li> </ul>
<ul style="list-style-type: none"> <li>I can perform a simple rhythm part using a short range of notes.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a part from simple notation (any of: shapes, graphic score, letter names of notes, notes on the staff).</li> <li>I can perform my part in time within a group piece, and I am aware of the other parts (playing/singing).</li> </ul>	<ul style="list-style-type: none"> <li>I can perform from notation (any of: shapes, graphic score, letter names of notes, notes on the staff).</li> <li>I can identify my role within the performance for example leading others, taking a solo part, providing rhythmic support.</li> </ul>
<ul style="list-style-type: none"> <li>I can make up short patterns and repeat them.</li> <li>I can make up a piece in a group building up layers of sound.</li> </ul>	<ul style="list-style-type: none"> <li>I can make-up (compose) musical patterns using rhythm and melody, develop my ideas and organise them into a structure for example beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose music for different occasions for example for a carnival, a wedding, a birthday using appropriate musical devices such as melody, rhythms, chords and structures.</li> <li>I can explore musical devices (for example ostinato, pentatonic scale, major/minor scale, major/minor chords, chord sequences).</li> </ul>
<ul style="list-style-type: none"> <li>I can talk about my piece; I can talk about pitch, rhythm, loud music (dynamics) and the tempo (speed) of the music.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my performance and the effect of the group's performance.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about how the place where the music will be performed, the occasion the music is written for and the purpose the music is written for affects the way the music is created and performed and affects the way the audience hears and responds to the music.</li> </ul>
<ul style="list-style-type: none"> <li>I can talk about how these inter-related dimensions of music affect the mood of the music.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about different types of music and compare different types of music using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse and compare features in the music for example features in pop music, jazz, folk music, classical music, musical theatre, world music (Africa, India, Japan etc.) such as instrumentation, style, texture, tempo, dynamics.</li> <li>I can talk about how the music shows the time and place it was written for showing understanding of the history of music and music of different cultures.</li> </ul>
<ul style="list-style-type: none"> <li>I can respond to musical instructions.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a part by ear.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen with attention to detail and perform longer parts/songs by ear.</li> </ul>
<ul style="list-style-type: none"> <li>I can use symbols to show the sounds I have created.</li> </ul>	<ul style="list-style-type: none"> <li>I can use symbols to represent the music I have created.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of notations for example graphic score, notes on the staff, chord symbols.</li> </ul>
<ul style="list-style-type: none"> <li>I can improve my own work and talk about the effect I want my music to create.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about what is good in my work and the work of others and also suggest ways the music could be improved.</li> <li>I can talk about how I have achieved the effects I wanted the music to create and how effects have been created in the music of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can refine and improve my work.</li> </ul>