

Hoyland Common Primary School

Music Skills





Transition

<u>Incerts assessment criteria</u>	<u>Skills</u>	
	Music throughout history	Music from different cultures
A – Children recognise and explore how sounds can be made and changed	I know how sounds are made and changed I can imitate changes in pitch	
B – Children use their voice in different ways such as speaking, singing and chanting and perform with awareness of others	I can use my voice in different ways to create different effects I can make sounds that are very different I take part in singing	
C – Children repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points	I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) I can make a sequence of long and short sounds with help I can make and control long and short sounds, using voices and instruments	
D – Children respond to different moods in music and recognise well-defined changes in sounds, identify simple repeated patterns and take account of musical instructions	I can listen out for different types of sounds I can show that I hear different moods in music I follow instructions on how and when to sing or play an instrument	
E		
F		
G		



Lower KS1

Incerts assessment criteria	Skills	
	Music throughout history	Music from different cultures
A – Children recognise and explore how sounds can be organised	I make and control long and short sounds using voices and instruments I recognise changes in dynamics and pitch I use my knowledge of dynamics and pitch to organise my music	
B – Children sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping a steady pulse	I take part in singing songs, following the melody well I perform with others, taking instructions from the leader I can create short musical patterns I create short rhythmic phrases I can identify the beat in music I listen carefully and recall short rhythmic and melodic patterns	
C – Children choose carefully and order sounds within simple structures such as beginning, middle, end, in response to given starting points	I order my sounds to help create an effect I show control when playing musical instruments so that they sound as they should	
D – Children represent sounds with symbols and recognise how musical elements can be used to create different moods and effects	I can use changes in pitch to communicate an idea I make my own signs and symbols to make and record music I know that music can be played or listened to for a variety of purposes	
E – Children improve their own work	I can think of ways to improve my music work	
F		
G		



Upper KS1

<u>Incerts assessment criteria</u>	<u>Skills</u>	
	Music throughout history	Music from different cultures
A – Children recognise and explore the way sounds can be organised	I recognise how musical elements can be used together to compose music	
B – Children sing in tune with expression and perform rhythmically simple parts that use a limited range of notes	I can sing songs from memory with accurate pitch I can sing in tune When I sing songs I show control in my voice I play notes on instruments so they sound clear	
C – Children improve repeated patterns and combine several layers of sound with awareness of the combined effect	I can maintain a simple part within a group I compose and perform melodies and songs I recognise and create repeated patterns with a range of instruments	
D – Children recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect	I perform with control and awareness of what others in the group are singing or playing I carefully choose, order, combine and control sounds with an awareness of their combined musical effect I describe music using words such as duration, timbre, pitch, tempo and texture I use these words to identify where my music works well and how it can be improved I describe the different purposes of music throughout history and in other cultures	
E		
F		
G		



Lower KS2

Incerts assessment criteria	Skills	
	Music throughout history	Music from different cultures
A – children identify and explore the relationship between sounds and how music reflects different intentions	I know how to make creative use of how sounds can be changed, organised and controlled	
B – While performing by ear from simple notations, children maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect	I breathe well and pronounce words, change pitch and show control in my singing I perform songs in a way that reflects their meaning and the occasion I can play an accompaniment on an instrument I can create rhythmic patterns with an awareness of timbre and duration	
C – Children improvise melodic and rhythmic phrases as part of a group performance and compose be developing ideas within musical structures	I hold my part in a round I can sustain a drone or melodic ostinato to accompany singing I can improvise within a group I can combine sounds expressively I create songs with an understanding of the relationship between lyrics and melody	
D		
E – Children suggest improvements to their own and others work, commenting on how intentions have been achieved	I create music, which reflects given intentions and uses notations as a support for performance	
F		
G – Children describe, compare and evaluate different kinds of music using an appropriate musical vocabulary	I can describe music using musical words and I use this to identify strengths and weaknesses in my music I use the venue and sense of occasion to create performances that are well appreciated by the audience	



Upper KS2

<u>Incerts assessment criteria</u>	<u>Skills</u>	
	Music throughout history	Music from different cultures
A – Children identify and explore musical devices and how music reflects time and place	I identify cyclic patterns	
B – Children perform significant parts from memory and from notations with awareness of their own contributions such as leading others, taking a solo part and/or providing rhythmic support	I sing or play from memory with confidence I perform alone and in a group, displaying a variety of techniques I take turns to lead a group I sing or play expressively and in tune I hold my part in a round I sing a harmony part confidently and accurately I maintain my own part with an awareness of what others are playing	
C – Children improvise melodic and rhythmic material within a given structure, use a variety of notations and composes music for different occasions using appropriate musical devices, such as melody, rhythms, chords and structures	I demonstrate imagination and confidence in the use of sound I show thoughtfulness in selecting sounds and structures to convey an idea I create my own musical patterns I use a variety of different musical devices including melody, rhythms and chords I appreciate the harmonies and work out how drones and melodic ostinato are used to accompany singing I use musical vocabulary to help me understand how best to combine musical elements	
D		
E – Children refine and improve their work	I refine and improve my own work	
F – Children evaluate how venue, occasion and purpose affects the way music is created, performed and heard	I use different venues and occasions to vary my performances	
G – Children analyse and compare musical features	I understand how lyrics reflect the cultural context and have social meaning I understand the different cultural meanings and purpose of music, including contemporary cultural	