

Worstead Curriculum



Being a musician

The key assessment criteria for music have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as musicians.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.

What the National Curriculum requires in music at KS1 and KS2

Pupils should be taught to:

- **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- **Play tuned and untuned instruments musically**
- **Listen with concentration and understanding to a range of high-quality live and recorded music**
- **Experiment with, create, select and combine sounds using the inter-related dimensions of music.**

Key Stage 1

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**
- **Improvise and compose music for a range of purposes using the inter-related dimensions of music**
- **Listen with attention to detail and recall sounds with increasing aural memory**
- **Use and understand staff and other musical notations**
- **Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**
- **Develop an understanding of the history of music.**

Key Stage 2

A Year 1 musician

- I use my voice to speak, sing and chant.
- I use instruments to perform.
- I clap short rhythmic patterns.
- I make different sounds with my voice and with instruments.
- I repeat short rhythmic and melodic patterns.
- I make a sequence of sounds.
- I respond to different moods in music.
- I say whether I like or dislike a piece of music.
- I choose sounds to represent different things.
- I follow instructions about when to play and sing.

A Year 2 musician

- I sing and follow a melody.
- I perform simple patterns and accompaniments keeping a steady pulse.
- I play simple rhythmic patterns on an instrument.
- I sing or clap increasing and decreasing tempo.
- I order sounds to create a beginning, middle and an end.
- I create music in response to different starting points.
- I choose sounds which create an effect.
- I use symbols to represent sounds.
- I make connections between notations and musical sounds.
- I listen out for particular things when listening to music.
- I improve my own work.

A Year 3 musician

- I sing a tune with expression.
- I play clear notes on instruments.
- I use different elements in my composition.
- I create repeated patterns with different instruments.
- I compose melodies and songs.
- I create accompaniments for tunes.
- I combine different sounds to create a specific mood or feeling.
- I use musical words to describe a piece of music and compositions.
- I use musical words to describe what I like and do not like about a piece of music.
- I recognise the work of at least one famous composer.
- I improve my work; explaining how it has been improved.

A Year 4 musician

- I perform a simple part rhythmically.
- I sing songs from memory with accurate pitch.
- I improvise using repeated patterns.
- I use notation to record and interpret sequences of pitches.
- I use notation to record compositions in a small group or on my own.
- I explain why silence is often needed in music and explain what effect it has.
- I identify the character in a piece of music.
- I identify and describe the different purposes of music.
- I begin to identify the style of work of Beethoven, Mozart and Elgar.

A Year 5 musician

- I breathe in the correct place when singing.
- I maintain my part whilst others are performing their part.
- I improvise within a group using melodic and rhythmic phrases.
- I change sounds or organise them differently to change the effect.
- I compose music which meets specific criteria.
- I use notation to record groups of pitches (chords).
- I use my music diary to record aspects of the composition process.
- I choose the most appropriate tempo for a piece of music.
- I describe, compare and evaluate music using musical vocabulary.
- I explain why I think music is successful or unsuccessful.
- I suggest improvement to my own work and that of others.
- I contrast the work of a famous composer with another, and explain my preferences.

A Year 6 musician

- I sing in harmony confidently and accurately.
- I perform parts from memory.
- I take the lead in a performance.
- I use a variety of different musical devices in my composition (including melody, rhythms and chords).
- I evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I analyse features within different pieces of music.
- I compare and contrast the impact that different composers from different times have had on people of that time.