



Key Assessment Criteria: *Being a musician*

A year 1 musician	A year 2 musician	A year 3 musician
<ul style="list-style-type: none">• I can use my voice to speak, sing and chant.• I can use instruments to perform.• I can clap short rhythmic patterns.• I can make different sounds with my voice and with instruments.• I can repeat short rhythmic and melodic patterns.• I can make a sequence of sounds.• I can respond to different moods in music.• I can say whether I like or dislike a piece of music.• I can choose sounds to represent different things.• I can follow instructions about when to play and sing.	<ul style="list-style-type: none">• I can sing and follow a melody.• I can perform simple patterns and accompaniments keeping a steady pulse.• I can play simple rhythmic patterns on an instrument.• I can sing or clap increasing and decreasing tempo.• I can order sounds to create a beginning, middle and an end.• I can create music in response to different starting points.• I can choose sounds which create an effect.• I can use symbols to represent sounds.• I can make connections between notations and musical sounds.• I can listen out for particular things when listening to music.• I can improve my own work.	<ul style="list-style-type: none">• I can sing a tune with expression.• I can play clear notes on instruments.• I can use different elements in my composition.• I can create repeated patterns with different instruments.• I can compose melodies and songs.• I can create accompaniments for tunes.• I can combine different sounds to create a specific mood or feeling.• I can use musical words to describe a piece of music and compositions.• I can use musical words to describe what I like and do not like about a piece of music.• I can recognise the work of at least one famous composer.• I can improve my work; explaining how it has been improved.



Key Assessment Criteria: *Being a musician*

A year 4 musician	A year 5 musician	A year 6 musician
<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can use notation to record and interpret sequences of pitches. • I can use notation to record compositions in a small group or on my own. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music. • I can identify and describe the different purposes of music. • I can begin to identify the style of work of Beethoven, Mozart and Elgar. 	<ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can maintain my part whilst others are performing their part. • I can improvise within a group using melodic and rhythmic phrases. • I can change sounds or organise them differently to change the effect. • I can compose music which meets specific criteria. • I can use notation to record groups of pitches (chords). • I can use my music diary to record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think music is successful or unsuccessful. • I can suggest improvement to my own work and that of others. • I can contrast the work of a famous composer and explain my preferences. 	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately. • I can perform parts from memory. • I can take the lead in a performance. • I can use a variety of different musical devices in my composition (including melody, rhythms and chords). • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times have had on people of that time.