



Langney Primary End of Year Expectations and Key Assessment Criteria for Music



Music

End of Year Expectations

EYFS - Key Stage 1 - Key Stage 2

LANGNEY PRIMARY ACADEMY

Lesson Progression



























<u>Instruments</u>	<u>Listen and Appraising</u>
<p>Recognise Identify - Locate the notes or chords on the instruments/ stave.</p> <p>Applying Practice- To illustrate the notes or chords on the instruments/ stave.</p> <p>Perform Perform - Applying the knowledge to perform the notes or chords on the instruments/ stave.</p> <p>Create Produce - Compose a song using the notes or chords on the instruments/ stave.</p>	<p>Remembering Identify - Locate the instrument in the genre of music. Locate the pulse, tempo, dynamics, duration and rhythm in a piece of music</p> <p>Understanding Classify - Categorise a genre of music. Compare - To compare genres of music.</p> <p>Critique Critique - Judge a genre of music.</p>





























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Coverage						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Introducing Little Musicians	Sound Explorers	Musical Exploration	Musical Curiosity	Little Composers	Little Performers
Reception	<ul style="list-style-type: none"> 🎵 I can move in time with the music. 🎵 I can sing a range of well-known nursery rhymes and songs 🎵 I can perform songs and rhymes with others, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> 🎵 I can listen attentively and respond to what I hear. 🎵 I can sing a range of well-known nursery rhymes and songs 🎵 I can perform songs and rhymes with others, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> 🎵 I can make comments about what I have heard 🎵 I can explore different sounds with a range of musical instruments. 🎵 I can perform songs and rhymes with others, increasingly matching the pitch and following the melody. 🎵 I can sing to myself and make up simple songs. 	<ul style="list-style-type: none"> 🎵 I can ask questions to clarify my understanding. 🎵 I can explore different sounds with a range of musical instruments. 🎵 I can perform songs and rhymes with others, increasingly matching the pitch and following the melody. 🎵 I can sing to myself and make up simple songs. 	<ul style="list-style-type: none"> 🎵 I can ask relevant questions, comments and actions when listening and appraising a piece of music. 🎵 I can explore different sounds with a range of musical instruments. 🎵 I can explore and engage in music making and performing in solo or in groups. 🎵 I can sing to myself and make up simple songs. 	<ul style="list-style-type: none"> 🎵 I can ask relevant questions, comments and actions when listening and appraising a piece of music. 🎵 I can explore different sounds with a range of musical instruments. 🎵 I can explore and engage in music making and performing in solo or in groups. 🎵 I can sing to myself and make up simple songs.

	Developing Vocal Skills and Musical Appreciation	Discovering My Voice	Let's Drum a Beat!	Creating Our Own Rhythms	Exploring Sounds and Rhythm on the Tongue Drum	Composing Melodies
Year 1	<ul style="list-style-type: none">  I can begin to use basic musical language to describe the music I am listening to and my feelings towards it.  I can begin to identify how to warm up my voice and establish a good singing position.  I can begin to identify basic musical cues from the leader.  I can practise a range of well-known nursery rhymes and songs.  I can perform a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none">  I can begin to identify simple dimensions of duration using my voice.  I can begin to identify simple dimensions of dynamics using my voice.  I can begin to practise using my voice expressively and creatively by singing songs, speaking chants and rhymes.  I can begin to perform using my voice expressively and creatively by singing songs, speaking chants and rhymes. 	<ul style="list-style-type: none">  I can begin to identify the pulse in a piece of music.  I can begin to identify how to play an untuned instrument correctly.  I can identify basic musical cues from the leader on an untuned instrument.  I can practise following a leader on an untuned instrument.  I can practise a beat on an untuned instrument. 	<ul style="list-style-type: none">  I can implement a beat on an untuned instrument.  I can follow a leader on an untuned instrument.  I can compose my own beat on an untuned instrument.  I can perform my own beat on an untuned instrument. 	<ul style="list-style-type: none">  I can begin to identify the dynamics in a piece of music.  I can identify the notes C, D, and E on a tuned instrument.  I can identify basic musical cue notes.  I can practise basic musical cue notes using the note C, D and E.  I can practise a song on a tuned instrument within a group. 	<ul style="list-style-type: none">  I can perform a song on a tuned instrument within a group.  I can create compositions using one or two notes, increasing to three notes if appropriate on a tuned instrument.  I can perform my composition using one or two notes, increasing to three notes if appropriate on a tuned instrument.

Year 2	Let's Sing!	Singing Our Hearts Out	Rhythmic Adventures: A Tongue Drum Journey	Creating Compositions with Tongue Drums	Rhythm and the Neutral Clef	Creating Rhythms with the Djembe
	<ul style="list-style-type: none">  I can use basic musical language to describe the music I am listening to and my feelings towards it.  I can identify how to warm up my voice.  I can identify simple dimensions of duration using my voice.  I can identify simple dimensions of dynamics using my voice.  I can practise using my voice expressively and creatively by singing songs, speaking chants and rhymes. 	<ul style="list-style-type: none">  I can perform using my voice expressively and creatively by singing songs, speaking chants and rhymes.  I can produce lyrics for a composition using a template.  I can perform my composition to an audience. 	<ul style="list-style-type: none">  I can identify the dynamics in a piece of music.  I can identify the simple dimensions of pitch on a tuned instrument.  I can identify basic musical notes and cue notes on a tuned instrument.  I can practise a range of songs on a tuned instrument within a group using cue notes.  I can practise a range of songs on a tuned instrument within a group using musical notes. 	<ul style="list-style-type: none">  I can perform a range of songs on a tuned instrument within a group using musical cue notes.  I can perform a range of songs on a tuned instrument within a group using musical notes.  I can create compositions using a range of different musical cue notes on a tuned instrument.  I can perform my compositions using a range of different musical cue notes on a tuned instrument. 	<ul style="list-style-type: none">  I can identify the pulse in a piece of music.  I can identify a crotchet note.  I can identify a stop and repeat symbols.  I can identify musical cues from a conductor.  I can practise a rhythm using crotchet notes. 	<ul style="list-style-type: none">  I can practise using stop and repeat symbols correctly in a rhythm.  I can practise following musical cues from a conductor.  I can use a crotchet rhythm I have learnt and begin to show fluency on an untuned instrument.  I can produce a rhythm composition on an untuned instrument using crotchet notes.

	Let's Get Lyrical: Hip-Hop Style	Djembe Drumming: A Latin Journey	Discovering the Piano	Creating Our Own Nursery Rhymes	Ukulele Fun: A Nursery Rhyme Jam	Ukulele Magic: Composing Nursery Rhymes
Year 3	<ul style="list-style-type: none"> 🎵 I can critique a piece of music identifying it's pulse and tempo. 🎵 I can practise a song within a group confidently. 🎵 I can perform a song within a group confidently. 🎵 I can produce lyrics for a song. 	<ul style="list-style-type: none"> 🎵 I can critique a piece of music identifying it's pulse and tempo. 🎵 I can practise a rhythm using crochet and quaver notes. 🎵 I can use a crochet and quaver rhythms I have learnt and begin to show fluency on an untuned instrument. 🎵 I can compose a rhythm on an untuned instrument. 	<ul style="list-style-type: none"> 🎵 I can identify the different parts of the keyboard e.g. white keys, black keys, volume. 🎵 I can identify the notes C, D, E, F, G, B and A on the keyboard. 🎵 I can identify the sharp notes on the keyboard. 🎵 I can practise the notes on the keyboard. 	<ul style="list-style-type: none"> 🎵 I can practise the notes I have learnt starting to show fluency on the keyboard. 🎵 I can perform the notes I have learnt starting to show fluency on the keyboard. 🎵 I can improvise using 3 notes on the keyboard. 🎵 I can produce a composition using notes on the keyboard. 	<ul style="list-style-type: none"> 🎵 I can identify the different parts of the ukulele. 🎵 I am beginning to identify and tune my ukulele to the notes G, C, E and A. 🎵 I can strum a ukulele using the correct thumb brushing technique. 	<ul style="list-style-type: none"> 🎵 I can practise using the notes G, C, E and A on the ukulele. 🎵 I can perform a song using the notes G, C, E and A on the ukulele. 🎵 I can improvise using the notes G, C, E and A on the ukulele. 🎵 I can produce a composition using the notes G, C, E and A on the ukulele.

	Ukulele Magic: Creating Pop Sounds	Composing Pop Songs	Uncovering the Stories Behind the Sounds	Let's Get Lyrical: Pop-Punk Style	A Classical Piano Toolkit: Reading the Treble Clef	A Classical Composition
Year 4	<ul style="list-style-type: none"> 🎵 I can critique a piece of music identifying it's duration and dynamics. 🎵 I can identify and tune my ukulele to the notes G, C, E and A. 🎵 I can identify a major chord on the ukulele. 🎵 I can identify a minor chord on the ukulele. 🎵 I can practise a major chord on a string instrument. 	<ul style="list-style-type: none"> 🎵 I can practise a minor chord on a string instrument. 🎵 I can perform a major chord and minor chord on a string instrument. 🎵 I can improvise using a major chord and minor chord on a string instrument. 🎵 I can produce a composition using a major chord and minor chord on a string instrument. 	<ul style="list-style-type: none"> 🎵 I can identify different types of musical instruments in a piece of music with increasing aural memory. (e.g. Brass, Keyboard, String, Percussion, Woodwind) 🎵 I can identify a musical style with increasing aural memory through learning about different style indicators. (Style indicators e.g. Hip Hop, Reggae, Western, Classical, Rock, Pop, Jazz). 🎵 I can identify and understand the history and traditions of different musical genres with increasing aural memory. 🎵 I can critique a piece of music. 	<ul style="list-style-type: none"> 🎵 I can critique a piece of music identifying it's duration and dynamics. 🎵 I can practise a song within a group confidently. 🎵 I can perform a song within a group confidently. 🎵 I can produce lyrics for a song. 	<ul style="list-style-type: none"> 🎵 I can identify the notes C, D, E, F, G, B and A on Treble Clef. 🎵 I can identify the sharp notes on the Treble Clef. 🎵 I can practise the notes on the stave. 🎵 I can practise the notes I have learnt starting to show fluency, control and accuracy in reading sheet music. 	<ul style="list-style-type: none"> 🎵 I can perform the notes I have learnt starting to show fluency, control and accuracy in reading sheet music. 🎵 I can confidently improvise using all the notes on the keyboard. 🎵 I can produce a composition on the keyboard beginning to show accuracy and fluency on the Treble Clef.

Year 5	Rocking the Piano: A Beginner's Guide to Chords	Composing Rock Riffs	Strumming Folk	Composing Folk Songs on Ukulele	A Taste of Samba	Brazilian Beats: Composing on the Neutral Clef
	<ul style="list-style-type: none">  I can critique a piece of music through its timbre, texture and structure.  I can identify a minor chord on the keyboard.  I can identify a major chord on the keyboard.  I can practise a major and minor chords on the keyboard. 	<ul style="list-style-type: none">  I can practise the chords I have learnt starting to show fluency, control and accuracy in reading sheet music.  I can perform what I have learnt starting to show fluency, control and accuracy in reading sheet music.  I can improvise using 2 chords on the keyboard and staff.  I can produce a composition on the keyboard using 2 chords and interrelated dimensions of music as appropriate. 	<ul style="list-style-type: none">  I can critique a piece of music through its timbre, texture and structure.  I can identify 2 major chords and a minor on the ukulele using a chord chart.  I can practise the 2 major chords and a minor chord on a string instrument. 	<ul style="list-style-type: none">  I can perform 2 major chords, and a minor chord on a string instrument.  I can improvise using 2 major chords, and a minor chord on a string instrument.  I can produce a composition using 2 major chords, and a minor chord on a string instrument recording these on a chord chart. 	<ul style="list-style-type: none">  I can critique a piece of music through its timbre, texture and structure.  I can identify different drum rudiments.  I can identify different musical cue notes on the neutral clef.  I can practise different rhythms within a group. 	<ul style="list-style-type: none">  I can implement different rhythms identifying different drums on the neutral clef showing fluency, accuracy and control on an untuned instrument.  I can perform different rhythms within a group showing fluency, accuracy, control and expression on an untuned instrument.  I can improvise with other musicians.  I can produce a composition using a range of different untuned percussion instruments on the neutral clef.

Year 6	Strummin' Country Tunes	Crafting Country Classics	Four-Chord Blues	Composing Blues: A Four-Chord Journey	Exploring Electronic Music	Songwriting Soundscape
	<ul style="list-style-type: none"> 🎵 I can review and evaluate a piece of music through the inter-related dimensions. 🎵 I can identify 3 major chords on a tab. 🎵 I can identify a minor chord on a tab. 🎵 I can practise the 3 major chords, and a minor chord on a string instrument 	<ul style="list-style-type: none"> 🎵 I can perform the 3 major chords, and a minor chord on a string instrument. 🎵 I can improvise the 3 major chords, and a minor chord on a string instrument. 🎵 I can produce a composition using 3 major chords and a minor chord on the ukulele and record these on a tab. 	<ul style="list-style-type: none"> 🎵 I can review and evaluate a piece of music through the inter-related dimensions. 🎵 I can identify 3 major chords and a minor chord on the keyboard and the staff. 🎵 I can practise the chords on the keyboard and staff. 🎵 I can perform the chords on the keyboard using the staff. 	<ul style="list-style-type: none"> 🎵 I can confidently practise the chords I have learnt showing fluency, control and accuracy in reading sheet music. 🎵 I can confidently perform what I have learnt showing fluency, control, expression and accuracy in reading sheet music. 🎵 I can improvise using 4 chords on the keyboard. 🎵 I can produce a composition on the keyboard using 4 chords and interrelated dimensions of music as appropriate. 	<ul style="list-style-type: none"> 🎵 I can identify the features of a recording software. 🎵 I can practise how to use a piece of recording software. 🎵 I can create a drum rhythm on a drum machine using a piece of recording software. 🎵 I can produce a composition using recording software. 	<ul style="list-style-type: none"> 🎵 I can identify the features of songwriting. (genre, copywriting, lyrics, melody, rhythm) 🎵 I can compose/record my song within a solo or group setting. 🎵 I can practise my song within a solo or group setting. 🎵 I can perform/play my song within a solo or group setting.