



End of Year Expectations

LANGNEY PRIMARY ACADEMY



<u>Instruments</u>	<u>Listen and Appraising</u>
<p data-bbox="203 371 1070 440">Recognise Identify - Locate the notes or chords on the instruments/ stave.</p> <p data-bbox="203 488 1048 588">Practise Practice- To illustrate the notes or chords on the instruments/ stave.</p> <p data-bbox="203 639 1099 740">Perform Perform - Applying the knowledge to perform the notes or chords on the instruments/ stave.</p> <p data-bbox="203 791 1025 892">Create Produce - Compose a song using the notes or chords on the instruments/ stave.</p>	<p data-bbox="1128 371 1868 440">Remembering Identify - Locate the instrument in the genre of music.</p> <p data-bbox="1128 488 1682 588">Understanding Classify - Categorise a genre of music. Compare - To compare genres of music.</p> <p data-bbox="1128 639 1592 708">Evaluating Critique - Judge a genre of music.</p>



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

Early Year Foundation Stage

Year Group	Communication and Language	Physical Development	Literacy	Expressive Arts and Design
N	<ul style="list-style-type: none"> ♪ I can sing a large repertoire of songs. ♪ I can sing a number of nursery rhymes, and talk about them. 	<ul style="list-style-type: none"> ♪ I can use large-muscle movements to wave flags and streamers, paint and make marks. ♪ I am able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> ♪ I can count or clap syllables in a word. 	<ul style="list-style-type: none"> ♪ I can use drawing to represent ideas like movement or loud noises. ♪ I can listen with increased attention to sounds. ♪ I can respond to what they have heard, expressing their thoughts and feelings. ♪ I can remember and sing entire songs. ♪ I can sing the pitch of a tone sung by another person ('pitch match'). ♪ I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.






				<p>🎵 I can create their own songs or improvise a song around one they know.</p> <p>🎵 I can play instruments with increasing control to express their feelings and ideas.</p>
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Year Group	Singing & Performing	Listen and Appraising
R	<p>🎵 I can sing a range of well-known nursery rhymes and songs</p> <p>🎵 I can perform songs and rhymes with others, increasingly matching the pitch and following the melody.</p> <p>🎵 I can move in time with the music.</p> <p>🎵 I can explore different sounds with a range of musical instruments.</p> <p>🎵 I can sing to myself and make up simple songs.</p> <p>🎵 I can explore and engage in music making and performing in solo or in groups.</p>	<p>🎵 I can listen attentively and respond to what I hear.</p> <p>🎵 I can ask relevant questions, comments and actions when listening and appraising a piece of music.</p> <p>🎵 I can make comments about what I have heard</p> <p>🎵 I can ask questions to clarify my understanding.</p>

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

Key Stage 1

Year Group	Listen and Appraising	Singing	Tuned Percussion	Untuned Percussion
1	<p>🎵 I can begin to use basic musical language to describe the music I am listening to and my feelings towards it.</p> <p>🎵 I can begin to identify the pulse in a piece of music.</p> <p>🎵 I can begin to identify the dynamics in a piece of music.</p>	<p>Recognise</p> <p>🎵 I can begin to identify how to warm up my voice and establish a good singing position.</p> <p>🎵 I can begin to identify basic musical cues from the leader.</p> <p>🎵 I can begin to identify simple dimensions of duration using my voice.</p> <p>🎵 I can begin to identify simple dimensions of dynamics using my voice.</p> <p>Practise</p> <p>🎵 I can practise a range of well-known nursery rhymes and songs.</p> <p>🎵 I can begin to practise using my voice expressively and creatively by</p>	<p>Recognise</p> <p>🎵 I can identify the notes C, D, and E on a tuned instrument.</p> <p>🎵 I can identify basic musical cue notes</p> <p>Practise</p> <p>🎵 I can practise basic musical cue notes using the note C, D and E.</p> <p>🎵 I can practise a song on a tuned instrument within a group.</p> <p>Perform</p> <p>🎵 I can perform a song on a tuned instrument within a group.</p> <p>Create</p>	<p>Recognise</p> <p>🎵 I can begin to identify how to play an untuned instrument correctly.</p> <p>🎵 I can identify basic musical cues from the leader on an untuned instrument.</p> <p>Practise</p> <p>🎵 I can practise following a leader on an untuned instrument.</p> <p>🎵 I can practise a beat on an untuned instrument.</p> <p>Perform</p> <p>🎵 I can implement a beat on an untuned instrument.</p> <p>🎵 I can follow a leader on an untuned instrument.</p> <p>Create</p>

		<p>singing songs, speaking chants and rhymes.</p> <p>Perform</p> <p> I can perform a range of well-known nursery rhymes and songs.</p>	<p> I can create compositions using one or two notes, increasing to three notes if appropriate on a tuned instrument.</p> <p> I can perform my composition using one or two notes, increasing to three notes if appropriate on a tuned instrument.</p>	<p> I can compose my own beat on an untuned instrument.</p> <p> I can perform my own beat on an untuned instrument.</p>
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Year Group	Listen and Appraising	Singing	Tuned Percussion	Untuned Percussion
2	<p> I can use basic musical language to describe the music I am listening to and my feelings towards it.</p> <p> I can identify the pulse in a piece of music.</p> <p> I can identify the dynamics in a piece of music.</p>	<p>Recognise</p> <p> I can identify how to warm up my voice.</p> <p> I can identify simple dimensions of duration using my voice.</p> <p> I can identify simple dimensions of dynamics using my voice.</p> <p>Practise</p> <p> I can practise using my voice expressively and creatively by singing songs, speaking chants and rhymes.</p> <p>Perform</p>	<p>Recognise</p> <p> I can identify the simple dimensions of pitch on a tuned instrument.</p> <p> I can identify basic musical notes and cue notes on a tuned instrument.</p> <p>Practise</p> <p> I can practise a range of songs on a tuned instrument within a group using cue notes.</p> <p> I can practise a range of songs on a tuned instrument within a group using musical notes.</p>	<p>Recognise</p> <p> I can identify a crotchet note.</p> <p> I can identify a stop and repeat symbols.</p> <p> I can identify musical cues from a conductor.</p> <p>Practise</p> <p> I can practise a rhythm using crotchet notes.</p> <p> I can practise using stop and repeat symbols correctly in a rhythm.</p> <p> I can practise following musical cues from a conductor.</p> <p> I can use a crotchet rhythm I have learnt and begin to show fluency on an untuned instrument.</p>














		<p>🎵 I can perform using my voice expressively and creatively by singing songs, speaking chants and rhymes.</p> <p>Create</p> <p>🎵 I can produce lyrics for a composition using a template.</p> <p>🎵 I can perform my composition to an audience.</p>	<p>Perform</p> <p>🎵 I can perform a range of songs on a tuned instrument within a group using musical cue notes.</p> <p>🎵 I can perform a range of songs on a tuned instrument within a group using musical notes.</p> <p>Create</p> <p>🎵 I can create compositions using a range of different musical cue notes on a tuned instrument.</p> <p>🎵 I can perform my compositions using a range of different musical cue notes on a tuned instrument.</p>	<p>Create</p> <p>🎵 I can produce a rhythm composition on an untuned instrument using crochet notes.</p>
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Langney Primary End of Year Expectations and Key Assessment Criteria for Music

Key Stage 2

Year Group	Singing	Percussion	Keyboards	String
3	<p>Recognise</p> <p>🎵 I can identify the pitch using our voice</p> <p>🎵 I can identify different vocal dimensions used in a song. (duration, dynamics, pulse)</p> <p>Practise</p> <p>🎵 I can practise different songs within a group confidently.</p> <p>Perform</p>	<p>Recognise</p> <p>🎵 I can identify a crotchet and quaver notes.</p> <p>Practise</p> <p>🎵 I can practise a rhythm using crochet and quaver notes.</p> <p>Perform</p> <p>🎵 I can use a crochet and quaver rhythms I have learnt and begin to show fluency on an untuned instrument.</p> <p>Create</p>	<p>Recognise</p> <p>🎵 I can identify the different parts of the keyboard e.g. white keys, black keys, volume.</p> <p>🎵 I can identify the notes C, D, E, F, G, B and A on the keyboard.</p> <p>🎵 I can identify the sharp notes on the keyboard.</p> <p>Practise</p> <p>🎵 I can practise the notes on the keyboard.</p> <p>🎵 I can practise the notes I have learnt starting to show fluency on the keyboard.</p> <p>Perform</p>	<p>Recognise</p> <p>🎵 I can identify the different parts of the ukulele.</p> <p>🎵 I am beginning to identify and tune my ukulele to the notes G, C, E and A.</p> <p>🎵 I can strum a ukulele using the correct thumb brushing technique.</p> <p>Practise</p> <p>🎵 I can practise using the notes G, C, E and A on the ukulele.</p> <p>Perform</p>

	<p> I can perform different songs within a group confidently.</p> <p>Create</p> <p> I can produce lyrics for a song.</p>	<p> I can compose a rhythm on an untuned instrument.</p>	<p> I can perform the notes I have learnt starting to show fluency on the keyboard.</p> <p> I can improvise using 3 notes on the keyboard.</p> <p>Create</p> <p> I can produce a composition using notes on the keyboard.</p>	<p> I can perform a song using the notes G, C, E and A on the ukulele.</p> <p> I can improvise using the notes G, C, E and A on the ukulele.</p> <p>Create</p> <p> I can perform a song using the notes G, C, E and A on the ukulele.</p>
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Year Group	String	Listen and Appraising	Percussion	Keyboard
4	<p>Recognise</p> <p> I can identify and tune my ukulele to the notes G, C, E and A.</p> <p> I can identify a major chord on the ukulele.</p> <p> I can identify a minor chord on the ukulele.</p> <p>Practise</p> <p> I can practise a major chord on a string instrument.</p>	<p>Remembering</p> <p> I can identify different types of musical instruments in a piece of music with increasing aural memory. (e.g. Brass, Keyboard, String, Percussion, Woodwind)</p> <p> 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).</p>	<p>Recognise</p> <p> I can identify different drums on the neutral clef.</p> <p>Practise</p> <p> I can practise different rhythms within a group using crochet, quavers and minim notes</p> <p>Perform</p> <p> I can implement different rhythms identifying different drums on the neutral clef showing</p>	<p>Recognise</p> <p> I can identify the notes C, D, E, F, G, B and A on Treble Clef.</p> <p> I can identify the sharp notes on the Treble Clef.</p> <p>Practise</p> <p> I can practise the notes on the stave.</p> <p> I can practise the notes I have learnt starting to show fluency, control and accuracy in reading sheet music.</p>


	<p> I can practise a minor chord on a string instrument.</p> <p>Perform</p> <p> I can perform a major chord and minor chord on a string instrument.</p> <p> I can improvise using a major chord and minor chord on a string instrument.</p> <p>Create</p> <p> I can produce a composition using a major chord and minor chord on a string instrument.</p>	<p>Understanding</p> <p> I can classify how; pulse, tempo, dynamic and duration fit together in a piece of music.</p> <p>Evaluating</p> <p> I can use the musical language of pulse, tempo and dynamics to describe the music I am listening to and my feelings towards it.</p>	<p>fluency, accuracy and control on an untuned instrument.</p> <p>Create</p> <p> I can produce a composition using two different untuned percussion instruments on the neutral clef.</p>	<p>Perform</p> <p> I can perform the notes I have learnt starting to show fluency, control and accuracy in reading sheet music.</p> <p> I can confidently improvise using all the notes on the keyboard.</p> <p>Create</p> <p> I can produce a composition on the keyboard beginning to show accuracy and fluency on the Treble Clef.</p>
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Year Group	Keyboard	String	Listen and Appraising	Percussion
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Recognise


 I can identify a major chord on the keyboard.

 I can identify a sharp chord on the keyboard.


 I can identify a minor chord on the keyboard.


Practise

 I can practise a major chord on the keyboard.


 I can practise the chords I have learnt starting to show fluency, control and accuracy in reading sheet music.

Perform


 I can perform what I have learnt starting to show fluency, control and accuracy in reading sheet music.


 I can improvise using 3 chords on the keyboard and stave

Create


 I can produce a composition on the keyboard using 2 chords and interrelated dimensions of music as appropriate.


Recognise

 I can identify 2 major chords on the ukulele using a chord chart.


 I can identify a minor chord on the ukulele using a chord chart.


Practise

 I can practise the 2 major chords on a string instrument.


 I can practise a minor chord on a string instrument.

Perform


 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.


Create

 I can produce a composition using 2 major chords, and a minor chord on a string instrument recording these on a chord chart.


Remembering

 I can identify and understand the history and traditions of different musical genres with increasing aural memory.


Understanding

 I can classify how; pulse, tempo, dynamic, duration and rhythm fit together in a piece of music.


Evaluating

 I can critique a piece of music paying attention to detail about the instruments used and use the musical language of pulse, tempo, dynamics, duration and rhythm to describe the music I am listening to and my feelings towards it.


Recognise

 I can identify different drum rudiments.


Practise

 I can practise different rhythms within a group using crochet, quaver, semiquaver and minim notes.

Perform

 I can implement a rhythm using different drums on the neutral clef showing fluency, accuracy, control and expression on an untuned instrument.

Create

 I can produce a composition using a range of different untuned percussion instruments on the neutral clef.

Year Group	String	Keyboard	Recording Software	Songwriting
6	<p>Recognise</p> <p>🎵 I can identify 3 major chords on a tab.</p> <p>🎵 I can identify a minor chord on a tab.</p> <p>Practise</p> <p>🎵 I can practise the 3 major chords, and a minor chord on a string instrument.</p> <p>Perform</p> <p>🎵 I can perform the 3 major chords, and a minor chord on a string instrument.</p>	<p>Recognise</p> <p>🎵 I can identify 3 major chords and a minor chord on the keyboard and the stave.</p> <p>🎵 I can identify a major chord with a sharp note on the keyboard and the stave.</p> <p>Practise</p> <p>🎵 I can practise the chords on the keyboard and stave.</p> <p>🎵 I can confidently practise the chords I have learnt showing fluency, control and accuracy in reading sheet music.</p> <p>Perform</p>	<p>Recognise</p> <p>🎵 I can identify the features of a recording software.</p> <p>Practise</p> <p>🎵 I can practise how to use a piece of recording software.</p> <p>Create</p> <p>🎵 I can create a drum rhythm on a drum machine using a piece of recording software.</p> <p>🎵 I can produce a composition using recording software.</p>	<p>Recognise</p> <p>🎵 I can identify the features of songwriting. (genre, copywriting, lyrics, melody, rhythm)</p> <p>Practise</p> <p>🎵 I can practise my song within a solo or group setting.</p> <p>Perform</p> <p>🎵 I can perform/play my song within a solo or group setting.</p> <p>Create</p> <p>🎵 I can compose/record my song within a solo or group setting.</p>

	<p>♪ I can improvise the 3 major chords, and a minor chord on a string instrument.</p> <p>Create</p> <p>♪ I can produce a composition using 3 major chords and a minor chord on the ukulele and record these on a tab.</p>	<p>♪ I can perform the chords on the keyboard using the stave.</p> <p>♪ I can confidently perform what I have learnt showing fluency, control, expression and accuracy in reading sheet music.</p> <p>♪ I can improvise using 4 chords on the keyboard.</p> <p>Create</p> <p>♪ I can produce a composition on the keyboard using 4 chords and interrelated dimensions of music as appropriate.</p>		
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