

## MUSIC ASSESSMENT

Term	Autumn 1	Autumn 2	Spring 1
Focus Skill	Listen & Respond	Notating	Describing & Discussing
Year R	<p><u>Year R (Rosie's Walk)</u>  <b>Concept: Duration</b>                      Explore and respond to long and short sounds and recognise the steady beat in music heard and performed</p> <p><b>Concept: Timbre</b>                      Explore, use and respond to a range of sounds and sound-makers including vocal sounds</p> <p><b>Skill: Listen &amp; Respond</b>                      Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel                      Hens and Roosters from Carnival of the Animals by Saint-Saens                      The Swan from Carnival of the Animals by Saint-Saens</p>	<p><u>Year R (The Weather)</u>  <b>Concept: Dynamics</b>                      Explore, respond to and recognise loud, quiet and silence</p> <p><b>Concept: Tempo</b>                      Explore, respond to and recognise fast and slow</p> <p><b>Skill: Notating</b>                      Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions</p>	<p><u>Year R (Dragon Dance)</u>  <b>Concept: Duration</b>                      Explore and respond to long and short sounds and recognise the steady beat in music heard and performed</p> <p><b>Skill: Describing and discussing</b>                      Talk about sounds and music and think about how they make you feel.                      Begin to use key words relating to the dimensions                      Instrument names, steady beat                      Instrumental playing techniques – tap, shake, scrape</p>
Year 1	<p><u>Year 1 (The Three Bears)</u>  <b>Concept: Pitch</b>                      Explore, respond to and recognise high, middle and low sounds</p> <p><b>Skill: Listen &amp; Respond</b>                      Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel                      Listen to Teddy Bears' Picnic from There's a Hippo in My Tub by Anne Murray available on Spotify and youtube                      and selected pieces from Carnival of the Animals by Saint Saens including Kangaroos, Persons with Long Ears, The Cuckoo in the Heart of the Woods, Elephants, The Swan, The Aviary</p>	<p><u>Year 1 (Walking the dog)</u>  <b>Concept: Duration</b>                      Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p><b>Concept: Structure</b>                      Explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses</p> <p><b>Skill: Notating</b>                      Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions</p>	<p><u>Year 1 (Cold as Ice)</u>  <b>Concept: Duration:</b>                      Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p><b>Concept: Structure:</b>                      Explore, respond to and recognise simple structures including, beginning-middle-end, responses and the use of introduction and repetition</p> <p><b>Skill: Describing and discussing</b>                      Think and talk about sounds and music and how they make you feel                      Use key words relating to the dimensions - duration, long, short, steady beat, structure, beginning, middle, end, introduction, repetition</p>
Year 2	<p><u>Year 2 (Dragons)</u>  <b>Concept: Dynamics</b>                      Respond to, recognise and identify getting louder and quieter</p> <p><b>Concept: Tempo</b>                      Respond to, recognise and identify getting faster and slower</p> <p><b>Skill: Listen &amp; Respond</b>                      Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas                      Pieces from the sound track of <i>How to train your dragon</i> by John Powell:                      Romantic Flight                      Dragon Battle                      The Cove</p>	<p><u>Year 2 (Christmas is Coming)</u>  <b>Concept: Pitch</b>                      Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p><b>Concept: Duration</b>  <b>Duration</b>                      Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p> <p><b>Skill: Notating</b>                      Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch</p>	<p><u>Year 2 (The Jolly Rogers)</u>  <b>Concept: Structure</b>                      Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus</p> <p><b>Concept: Timbre</b>                      Identify and choose the way sounds are made and can be used</p> <p><b>Skill: Describing and discussing</b>                      Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions                      Verse and chorus, structure, timbre</p>

Term	Spring 2	Summer 1	Summer 2
Focus Skill	Rehearse and Perform	Singing	Playing
Year R	<p><u>Year R (Incy, Wincy Spider)</u>  <b>Concept: Pitch</b>            Explore and respond to high and low sounds</p> <p><b>Skill: Rehearsing and Performing</b>            Sing and play individually and in a group, starting and stopping together and follow simple directions</p>	<p><u>Year R (Rainbow Fish)</u>  <b>Concept: Timbre</b>            Explore, use and respond to a range of sounds and sound-makers including vocal sounds</p> <p><b>Skill: Singing</b>            Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory</p>	<p><u>Year R (On the Beach)</u>  <b>Concept: Structure</b>            Distinguish between same and different</p> <p><b>Concept: Timbre</b>            Respond to a range of sounds and sound-makers</p> <p><b>Skill: Playing</b>            Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy</p>
Year 1	<p><u>Year 1 (The Old Castle)</u>  <b>Concept: Timbre</b>            Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used.</p> <p><b>Skill: Rehearsing and Performing</b>            Sing and play in time and follow a range of simple directions including ideas about how to improve.</p>	<p><u>Year 1 (Can I Be Helpful Too?)</u>  <b>Concept: Duration</b>            Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed</p> <p><b>Concept: Texture</b>            Explore, respond to and recognise solo sounds and layers of sounds</p> <p><b>Skill: Singing</b>            Explore and use vocal sounds, chant and sing rhymes and songs building rhythmic memory</p>	<p><u>Year 1 (Toys)</u>  <b>Concept: Dynamics</b>            Explore, use, respond to, recognise and identify loud, moderate, quiet and silence</p> <p><b>Concept: Tempo</b>            Explore, use, respond to, recognise and identify fast, moderate and slow</p> <p><b>Skill: Playing</b>            Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand</p>
Year 2	<p><u>Year 2 (Man on the Moon)</u>  <b>Concept: Timbre</b>            Identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically)</p> <p><b>Concept: Texture</b>            Recognise and respond to the different layers of sounds used in music</p> <p><b>Skill: Rehearsing and Performing</b></p> <p>Build in practice, rehearsal and improvement opportunities:            Aliens Hello, A Spaceship to the Moon, Michael Collins song and Man on the Moon music (class and small group)</p>	<p><u>Year 2 (Wispy Willow)</u>  <b>Concept: Pitch</b>            Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p><b>Skill: Singing</b>            Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Show an awareness of breathing and posture. Use simple vocal patterns as accompaniments</p>	<p><u>Year 2 (Minibeasts on the Move)</u>  <b>Concept: Duration</b>            Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p> <p><b>Skill: Playing</b>            Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent</p>