



## Key Assessment Criteria: Being a musician

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



## Key Assessment Criteria: Being a musician

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