

Music Summative Assessment Statements

FS2	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children listen to environmental and nature sounds and re-create them.	Children explore using voices, body percussion, tuned and untuned percussion to make a variety of sounds.
Autumn Term 2	Children listen to music that celebrates Diwali, Hannukah, Kwanzaa and Christmas, moving and playing instruments appropriately in response to music they hear.	Children can create and perform different actions to represent Christmas song lyrics and begin to sing in time with a group.
Spring Term 1	Children recognise and react to differences in tempo and pitch.	Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.
Spring Term 2	Children identify and mimic transport sounds.	Children use voices, bodies and instruments to explore different types of transport, and interpret and perform a simple graphic score using percussion instruments.
Summer Term 1	Children listen to songs with gradually increasing attention and recall.	Children move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understand that music and instruments can be used to convey moods or represent characters; play a percussion instrument as part of a group story.
Summer Term 2	Children listen to and begin to identify a range of musical instruments from the four different groups.	Children know the four different groups of musical instruments (string, woodwind, brass, percussion), can follow a beat using percussion and perform a practised song to a small audience.

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Year 1	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children know what pitch means and can identify whether a note is higher or lower. Children know what tempo means and can identify simple tempo changes in music.	Children contribute to a group composition and performance by creating, selecting, combining and performing sounds on tuned and untuned percussion.
Autumn Term 2	Children know the difference between pulse and rhythm. They can listen to and repeat short, simple rhythmic patterns.	Children can copy and create rhythms based on word patterns, play on the pulse and sing the overall shape of a melody.
Spring Term 1	Children know what tempo means and recognise basic tempo changes.	Move, speak, sing and play tuned and untuned percussion, demonstrating slow and fast beats.
Spring Term 2	Children understanding the difference between pulse and rhythm, and that different types of sounds are called timbres.	Children can practise and perform a rhythmic pattern on an instrument along with their spoken words, with prompting from the teacher.
Summer Term 1	Children can recognise basic tempo, dynamic and pitch changes, and describe the differences they can hear between two pieces of music.	Children perform a layer of the music within an overall piece on the glockenspiel, responding to dynamic changes. Children can define the terms dynamics, pulse, tempo, timbre, pitch, rhythm, structure and texture, with adult prompts.
Summer Term 2	Children can identify and describe sounds within a piece of music, and listen and respond to others during performance.	In a group performance, children can make appropriate instrument choices to represent sounds, control instruments and voices to make quiet/loud sounds, and play from a graphic score.

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Year 2	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children listen and recognise timbre changes, structural features and instrumentation in music they listen to, and begin to talk about these features using musical language.	Children can play either a call and/or response role on non-tuned percussion, in time with another pupil, playing instruments appropriately and at the correct time.
Autumn Term 2	Children know that folk music represents the traditions of a place and is often passed on by being played rather than written down. They recognise some instruments in a song they have listened to, and are beginning to use musical vocabulary to describe music.	Children can work in a group to create a musical soundscape that reflects a part of Britain, using tuned and untuned percussion, demonstrating structure (beginning, middle and end) and other inter-related dimensions (tempo, dynamics) in their performance.
Spring Term 1	Children recognise timbre changes and structural features in music they listen to, and can listen to a repeat a short, simple melody by ear.	Children can sing a short melody accurately while playing a percussion instrument, showing a range of emotions using their voices. Children are able to invent a melody, write it down using letter names, and play it back to an audience on the glockenspiel, using different dynamic levels in their performance.
Spring Term 2	Children can identify a few instruments and the sounds of different sections of the orchestra, and explain what is happening in the music using language relating to emotion.	Children can create a piece of music with some appropriate tempo, dynamic and timbre changes, performing confidently using appropriate instrumental sounds (on tuned and untuned percussion).
Summer Term 1	Children correctly identify some instruments and changes in dynamics in a piece, and compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.	Children successfully create and play a motif on the glockenspiel, using dynamics to create atmosphere and notating using letter names.
Summer Term 2	Children can explain the term ‘texture’ and describe whether a musical texture is thick or thin.	Children can compose rhythms with several layers and arrange them in a particular order, perform their composition accurately, and draw and follow a graphic score.

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Year 3	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children listen with attention to detail and recall sounds with increasing aural memory	Children know that staff notation is a system for writing music down so that musicians know what to play, that the time signature tells you how many beats are in a bar, and that notes are placed on and between the lines. Children know the value of a semibreve, minim, crotchet and crotchet rest, and can play notes of this duration in an eight-beat rhythmic pattern.
Autumn Term 2	Children can identify at least two key features of a ballad.	As a group, children can write a verse with rhyming words to tell part of a story, rehearsing and performing their lyrics fluently, in time and with appropriate actions.
Spring Term 1	Children can name at least two features of Calypso music and say where it originated.	Children know that a quaver is worth half a beat, and a pair of quavers is worth 1 beat. They can create and perform a pentatonic improvisation using mainly one beat notes.
Spring Term 2	Children can listen carefully to a piece of music and verbalise how it makes them feel.	Children can compose short, repeating melodies and rhythms which represent part of a story, playing in time in a small group and showing awareness of dynamics, recording their compositions using staff or graphic notation.
Summer Term 1	Children can say where Latin American music comes from, name two Latin American percussion instruments and name a type of Latin American dance (with prompts if needed).	Children can identify the pitch of notes from staff notation (no sharps or flats), add letter names to the notes and play them accurately. In composition, children can add pitches to a salsa rhythm, write pitches in staff notation and perform the salsa melody they have written.
Summer Term 2	Children listen carefully to a performance and make suggestions to improve it (with support if needed).	Children can clap and sing rhythms accurately from notation (quavers, crotchets and minims) and layer them to create a composition, adding appropriate sound effects to their performances using untuned percussion. Children can join in with the performances confidently, and reasonably in time and tune.

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Year 4	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children can describe the structure of a piece of music, and can say when there is one layer in a piece of music and when there are two.	Working in a group, children can build the structure of a rainforest inspired composition, playing a simple glockenspiel part accurately and in time with the group.
Autumn Term 2	Children know where Rock and Roll music originated and can talk about songs they hear, demonstrating knowledge of dynamics, tempo, instruments and emotions the music evokes.	Children can sing in tune and perform their actions in time, play notes of the walking bass in the correct sequence, and independently play their part on the glockenspiel with some awareness of the other performers.
Spring Term 1	Children can explain how a piece of music makes them feel (with some use of musical terminology) and listen to other members of their group as they perform.	Children can sing in tune and in harmony with others, with developing breath control. They can create an ostinato rhythm in pairs, using minims, crotchets and quavers, represent their rhythm on staff notation, and perform it with glockenspiels in time to a backing track.
Spring Term 2	Recognise, name and describe the effect of the interrelated dimensions of music.	As a group, children can compose a melody to match their Haiku using glockenspiels, practising and performing this piece as part of a group. Children can select percussion instruments and sounds that match their vocabulary.
Summer Term 1	Children can explain what samba music is and know that mainly percussion instruments are used in celebrations such as Carnival in Brazil.	Using percussion instruments, children can play a syncopated rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class), starting and stopping at the correct time in the song.
Summer Term 2	Children can explain what a motif is and identify a motif in a piece of music.	Children can create and adapt a three note motif on the glockenspiel, changing the pitch, rhythm or note order. They can notate their motifs using graphic scores and letter names, and perform them with reasonable accuracy.

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Year 5	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children can identify the structure of a piece of music and match this to non-standard notation.	As a group, children can compose and play a melody on the glockenspiel with reasonable accuracy, using hieroglyphic notation to show the structure of their piece.
Autumn Term 2	Children can name three key features of Blues music.	Children can sing in tune, using vocal expression to convey meaning. They can play a C chord accurately, and a selection of Blues scale notes (in and out of order, and as part of their own improvisation).
Spring Term 1	listen to and evaluate music across a range of genres and traditions	Children sing using the correct pronunciation and with increasing confidence. They can play an eight beat break on a drum which includes crotchets, quavers and crotchet rests.
Spring Term 2	Children can suggest a colour to match a piece of music and justify their choice using musical terms.	Children can work in a group to create a vocal composition in response to a colour, recording their compositions as a graphic score and performing with confidence.
Summer Term 1	Listen to and identify features of a remix, using the correct vocabulary (loop, fragment, backbeat).	In pairs, children can loop fragments of a song to create a remix, recording their composition in written form and playing glockenspiels in time to the backing track.
Summer Term 2	Explain what musical theatre is and be able to recall at least three features of this kind of music.	Children can create dialogue, rehearse and perform a scene to depict a journey, singing in time with a group and with expression, demonstrating smooth transitions between spoken dialogue, singing and dancing.

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Year 6	Summative Statement – listening and history of music	Summative Statement – composing, improvising and performing
Autumn Term 1	Children engage in discussion about the sounds of an orchestral piece, using descriptive and musical vocabulary in response to what they hear.	In group performance, children are able to follow the conductor to show changes in pitch, dynamics and texture, and can talk about the effect of these changes using correct vocabulary. They can create a graphic score to represent sounds.
Autumn Term 2	Children can talk about musical eras in context and explain the impact of different composers on the development of musical styles. Children use musical vocabulary to discuss and evaluate the features of a pieces of music, as well as their own and others' work.	Working as a group, children can perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. They perform with accuracy and fluency, from graphic and staff notation and from their own notation (using letter names if needed).
Spring Term 1	Children can use musical and comparative language in discussion, showing an understanding of historical context.	Children can sing a melody line, following a score and demonstrating correct pitch and timing. They can recall and sing a counter-melody line.
Spring Term 2	Children can define some key features of Baroque music, including recitative, canon, ground bass and fugue. They can name some well-known Baroque composers and describe what musical features they were known for.	Children accurately play several parts of a canon and a fugue, and compose a ground pass melodic ostinato. They can compose and read staff notation in treble clef, with or without note names.
Summer Term 1	When listening to pieces of film music, children can identify instruments, pitch, tempo and dynamics, major and minor key, and explain how these elements evoke different emotions.	Children can create music (using body, voice and instruments) that relates to the scene of a film, creating a graphic score and performing their composition appropriately with their group.
Summer Term 2	Children identify and evaluate the musical features of a song, including structural features such as 'verse' and 'chorus.'	Children can collaborate in a group to compose, notate (using note letter names or staff notation) and perform a leavers' song with control, accuracy and confidence.