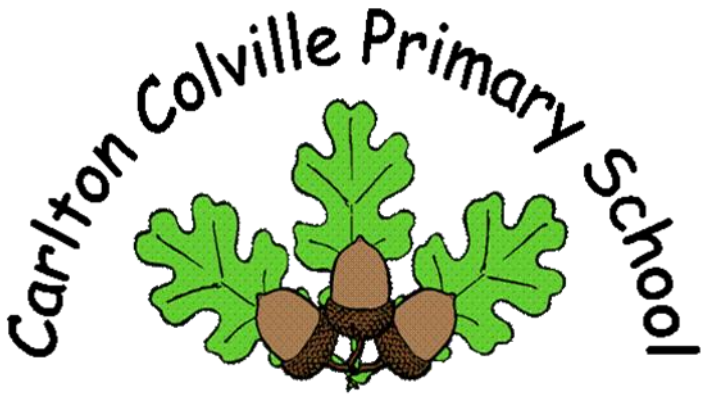

Music

Assessment Document

Music - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To perform	Take part in singing, accurately following the melody.	With encouragement, a basic melody is followed.	Generally, a basic melody is followed accurately.	Basic melodies are followed accurately.
	Follow instructions on how and when to sing or play an instrument.	With support from a teacher, instructions of when to play an instrument are followed.	Instructions of when to play an instrument are generally followed correctly.	Instructions of when to play an instrument are well understood and followed.
	Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.	During structured activities, long and short, high and low sounds are created and combined using voice and instruments.	There is some experimentation with combining long and short, high and low sounds with voice and instruments.	There is very effective combinations of long and short, high and low sounds using voice and instruments.
	Imitate changes in pitch.	There is some awareness of how to alter pitch.	There are some good examples of imitating changes in pitch.	Pitch changes are imitated effectively.
To compose	Create short, musical patterns.	During structured activities, short musical patterns are created.	There are some good examples of creating short musical patterns.	Well-thought out short musical patterns are created.
To transcribe	Use symbols to represent a composition and use them to help with a performance.	With support, symbols are used to represent a composition and aid its performance.	Symbols are chosen from suggestions to represent a composition and aid its performance.	Symbols are devised from suggestions to represent a composition and aid its performance.
To describe music	Identify the beat of a tune.	In structured activities, music can be described in terms of its beat.	Generally music is described well in terms of its beat.	Musical terminology is becoming increasingly understood and, where appropriate, the term beat is used to describe music.
	Recognise changes in timbre, dynamics and pitch.	In structured activities, the terms timbre, dynamics and pitch are used.	Generally, the terms timbre, dynamics and pitch are beginning to be used appropriately.	There is a good understanding of the terms timbre, dynamics and pitch and they are used appropriately to describe music.

Music - Milestone 2

Learning Objective	Key Indicators	Basic	Advancing	Deep
To perform	Perform from memory with accurate control, pitch and tune.	There are some good examples of singing from memory with accurate pitch and tune.	Generally, singing from memory in familiar situations is done with accurate pitch and tune.	In a wide variety of differing situations, singing from memory is done with accurate pitch and tune.
	Maintain a simple part within a group.	There are some good examples of holding a simple part within a group.	Generally, a simple part is held well within a group.	Simple parts are held very well within a group.
To compose	Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.	There are some good examples of interesting compositions that are performed well.	Generally, compositions show a good level of decision-making in choosing elements to combine. They are performed well.	Compositions and their very good performance contain well-thought out combinations of elements, which are explained well.
To transcribe	Devise non-standard symbols to indicate when to play and rest.	There are some good examples of devising symbols that indicate when to play and rest.	Symbols are devised that indicate when to play and rest.	A series of well-thought out symbols is devised and used well to indicate when to play, rest and change other factors such as the loudness.
	Recognise some standard musical notation and explain their meaning.	With support, some standard musical notation is used.	Generally, there is a growing recognition, description and use of some standard notation.	There is a good recognition, good description and use of a range of standard notation.
To describe music	Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	There are some good examples of descriptions of pieces that use a range of musical language.	Generally, descriptions of pieces contain a wide range of musical language that is usually used appropriately.	Descriptions of pieces of music from a wide variety of contexts contain well-judged comments that show a very good understanding of musical language.

Music - Milestone 3

Learning Objective	Key Indicators	Basic	Advancing	Deep
To perform	Sing or play expressively, with control and in tune from memory.	There are some good examples of following an example to play expressively and in tune.	Decisions on how to express a piece are developing and tuning is generally accurate.	Excellent performances show well-judged decisions on how to express a piece, and accurate tuning.
	Hold a part within a round or a harmony.	There are some good examples of following examples to hold a part in a round or a harmony.	Good control is developing in holding a part within a round or a harmony.	Excellent control is evident when holding a part within a round or a harmony.
To compose	Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.	There are some good examples of adapting models to create songs.	There is a growing confidence in and ability to create well-structured songs.	Well-structured, melodic and interesting songs are created for a number of purposes.
	Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.	There are some good examples of adaptation of some elements of pieces to create new ones.	There is a growing confidence in and ability to create pieces that combine a variety of musical devices.	Well-structured pieces that combine a variety of musical devices are developed in a wide range of contexts.
To transcribe	Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.	There are some good examples of the use of standard musical notation to play and transcribe music.	There is a growing ability to use standard musical notation to play and transcribe music.	Simple pieces are played from and transcribed by standard notation with some fluency.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	There are some good examples of descriptions of music that use a wide range of musical language.	There are good examples of increasingly appropriate choices in musical language to describe music.	Well-chosen musical language is used to describe pieces from a wide range of contexts.
	Describe how lyrics often reflect the cultural context of music and have social meaning.	There are some good responses to questions about the significance of lyrics.	There are some good suggestions as to the significance of lyrics.	There are some insightful and well-reasoned suggestions as to the significance of lyrics.