Lower Key Stage 2 Assessment For Music

Name of child	Listen & Appraise			Musical Activities – a. Games			Musical Activities - b. Singing:					Musical Activities - c. Playing Instruments:				Musical Activities – d. Improvisation			Musical Activities - e. Composition					Perform/Share				
	Is starting to identify basic musical styles through learning about their style indicators and the instruments played.	Is beginning to use accurate musical language to describe and talk about music.	Starting to realise/ understand and show how pulse, rhythm and pitch fit together.	Finds the pulse either independently or with support but more confidently.	Claps/plays simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked.	Understands how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	Understands how to work together as part of a group and with their friends, developing the confidence to sing alone.	Understands the importance of warming up their voices and to establish a good singing position.	Is beginning to consider that words mean something and project the meaning of the song.	Usually sings together and in time with the group.	Follows a leader/conductor	Plays a classroom instrument as part of a group/ensemble and as part of the song.	Is starting to move between differentiated parts using a sound-before-symbol approach.	Responds to basic musical cues from the leader/conductor.	Treats instruments with respect and care and attempts to play it correctly with some success.	Improvises using very simple patterns on instruments and/or voice.	Is starting to create simple rhythmic patterns that lead to melodies in a group or a solo situation.	Performs rhythms and melodies with some confidence and understanding in the group. Improvise using two notes with growing confidence.	Create simple melodies (usually in a group) within the context of the song that is being learnt.	Composes using two notes, sometimes increasing to three notes if appropriate.	Record the composition in graphic/pictorial notation, video, ICT.	Musically demonstrates an understanding through making music eg getting louder/quieter (dynamics), higher /lower (pitch), faster /slower (tempo).	Shows awareness of a link between shape and pitch using graphic notations.	Can work together as part of an ensemble/band.	Perform what you have learnt to other people.	Practise, rehearse and present performances with a growing awareness of an audience.	Offers helpful and thoughtful comments and feedback about others.	Can perform and watch a recording and/or discuss the performance.