# Upper 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 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Can identify musical styles through learning about their style indicators and the instruments played. | Can the pulse confidently and innately, of the music they are listening to and understand what that means. | Uses accurate musical language to describe and talk about music. | Understands/explains/give examples and show s how pulse, rhythm and pitch fit together. Includes tempo, dynamics, timbre, texture and structure. | Finds and internalise the pulse independently and stays in time. | Demonstrates a fast and slow pulse. | Demonstrates confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the | Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. | Can lead others if asked. | Works confidently together as part of a group and in an ensemble or, as a soloist. | Performs and interprets a song stylistically and musically. | Sing with a good sense of the pulse internally. Understands the importance of clear diction and tuning. | Follows a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. | Moves between differentiated parts as required using a sound-before-symbol approach. Uses notation. | Is confident and fluent when playing an instrument in any context. | Treats instruments with respect and care and to play it correctly. | Creates musical improvisations with voices and instruments . | When improvising, makes up own tune (or rhythm) using three notes, or they sing. | Creates complex rhythmic patterns that lead to melodies in a group or a solo situation. | Creates complex melodies within the context of the song that is being learnt. | Composes using five notes. | Uses voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate including notation. | Demonstrates the link between shape and pitch using notations if appropriate. | Practises, rehearses and presents performances for specific audiences. | Demonstrates understanding of the song/piece, through performance with confidence and accuracy. | Communicates ideas, thoughts and feelings through simple musical demonstration | Assesses own performance using correct music vocabulary. Offers helpful and thoughtful comments with feedback and musical reasoning about others. |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |