

Music Assessment End Points

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 - alternate	
Autumn 1		Music Hub: Enquiry Question: Are all musical genres the same? Can I sing a story? <i>Children to work in small groups to perform a simple story.</i>	Music Hub: Whole Class Ensemble Teaching		Music Hub: Enquiry Question: How do we read a score? Can I read a score and perform? <i>Children to play as part of an ensemble or individually using a score to perform a piece of music on the glockenspiel</i>	Music Hub: Enquiry Question: How do we read a score? Can I write and perform a graphic score? <i>Using a piece of instrumental music chosen independently, children write, practise and perform a graphic score</i>	
Autumn 2	Music Hub: Enquiry Question: What is pitch, timbre and tempo? Can I recognise the difference between basic elements? (High, low, fast, slow, loud, quiet) <i>Quiz – can children identify these elements in music?</i>		Music Hub: Whole Class Ensemble Teaching	Music Hub: Enquiry Question: Is the voice an instrument? Can I perform using my voice? <i>Children perform and record their performance. They then start to apply their appraising skills to their own recording – noting</i>			

Spring 1		<p>Music Hub: Enquiry Question: Why is rhythm important?</p> <p>Can I perform a pattern keeping a steady pulse? <i>Children to perform their glockenspiel learning and recognise repeating patterns in others' work. Suggest ways to improve their own work.</i></p>	<p>Music Hub: Whole Class Ensemble Teaching</p>		<p>Music Hub: Enquiry Question: What is a strumming pattern?</p> <p><i>Can I identify my own strengths and next steps?</i> <i>Children to perform and record playing ukulele – with adult support, they can critique their performances and suggest strengths and ways to improve</i></p>	<p>Music Hub: Enquiry Question: How is music used to communicate?</p> <p>Can I write lyrics to share a message? <i>Children work independently, in pairs or small groups (ability dependent) to develop lyrics (one line, one phrase etc) to share their message. Could then be developed into a whole-class song.</i></p>	
Spring 2	<p>Music Hub: Enquiry Question: Is music the same around the world?</p> <p>Can I describe how music from around the world makes me feel? <i>Children to interview each other using clips of music from weeks 1-6 and talk about how the music makes them feel.</i></p>		<p>Music Hub: Whole Class Ensemble Teaching</p>	<p>Music Hub: Enquiry Question: What is a musical device?</p> <p>Can I identify musical devices and instrument families? <i>Quick fire quiz in final sessions: Call and response; canon; ostinato; sequence; devices; families</i></p>			

Summer 1		<p>Music Hub: Enquiry Question: What is a glockenspiel?</p> <p>Can I perform as part of an ensemble? <i>Children to perform a piece of music using 2-4 bars in pitches C to G using the glockenspiel.</i></p>	<p>Music Hub: Whole Class Ensemble Teaching</p>		<p>Music Hub: Enquiry Question: What impact does improvisation have in music?</p> <p>Can I successfully use improvisation when I perform? <i>Children to improvise their own rhythm using a technique they have learned – can they then successfully appraise and critique their use of improv? What impact did improv have on the performance?</i></p>	<p>Music Hub: Enquiry Question: What is the classroom ensemble?</p> <p>Can I perform as part of a class ensemble? <i>Children to consider harmony, rhythm and dynamics when performing as part of a class ensemble. Some children perform solos as part of the ensemble.</i></p>	
Summer 2	<p>Music Hub: Enquiry Question: What is a rhythm?</p> <p>Can I perform a short rhythmic pattern? <i>Children to perform their own repeating patterns. Talk about how each one makes them feel. Recognise repeating patterns in others' music.</i></p>		<p>Music Hub: Whole Class Ensemble Teaching</p>	<p>Music Hub: Enquiry Question: How does music from around the UK differ?</p> <p>Can I perform a memorised song with accuracy? <i>Children work in a small group to develop their own short working song and perform</i></p>			