



Music End Points: Key Assessment Criteria.

Nanpean Community Primary School
Nurturing Children's Passion to Succeed

<i>By the end of KS1 (teaching content covered in Years 1 and 2):</i>	<i>By the end of LKS2 (teaching content covered in Years 3 and 4):</i>	<i>By the end of UKS2 (teaching content covered in Years 5 and 6):</i>
<ul style="list-style-type: none"> • I can use my voice to sing and chant. • I can increase or decrease tempo. • I can make different sounds with my voice and with instruments. • I can choose sounds which create an effect. • I can perform simple patterns and accompaniment keeping a steady pulse. • I can play simple rhythmic patterns on an instrument. • I can use symbols to represent sounds. • I can make connections between notations and musical sounds. • I can identify particular elements when listening to music. • I can say whether I like or dislike a piece of music. • I can make suggestions for how to improve my own and others' work. 	<ul style="list-style-type: none"> • I can play clear notes on instruments. • I can perform a simple part rhythmically using instruments and voice/body percussion. • I can create repeated patterns with different instruments. • I can compose and sing songs with accurate pitch. • I can use notation to record and interpret sequences of pitches. • I can identify and describe the different purposes of music, including silent parts. • I can combine different sounds to create a specific mood or feeling. • I can use musical terminology to describe a piece of music and compositions. • I can begin to identify the style of work of different composers. • I can improve my work, explaining how it has been improved. 	<ul style="list-style-type: none"> • I can sing in harmony. • I can perform from memory and maintain my part whilst others are performing their part. • I can change sounds or organise them differently to change the effect. • I can use a variety of musical devices in my composition, including melody, rhythms and chords. • I can use notation to record groups of pitches (chords). • I can describe, compare and evaluate music using correct terminology. • I can explain why I think music is successful or unsuccessful and suggest improvements. • I can evaluate how the occasion and purpose affects the way a piece of music is created. • I can compare and contrast composers and the impact that different composers from different times have had on people.
By the end of KS1 (Year 2) I will be a <u>Growing</u> Musician.	By the end of LKS2 (Year 4) I will be a <u>Skilled</u> Musician.	By the end of UKS2 (Year 6) I will be an <u>Experienced</u> Musician.