

EBJS Foundation Subject Assessment Record for Music



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Music Key skills in Year 3					
<p>Continuous Key skills</p> <ul style="list-style-type: none"> - To sing a tune with expression. - To play clear notes on instruments. - To compose melodies and songs. - To create accompaniments for tunes. - To use musical words to describe what I like and do not like about a piece of music. 	<p>Let your spirit fly.</p> <ul style="list-style-type: none"> - To sing a tune with expression. - To play clear notes on instruments. - To compose melodies and songs. - To create accompaniments for tunes. - To use musical words to describe what I like and do not like about a piece of music. <p>Singing - Christmas</p> <ul style="list-style-type: none"> - To sing in unison, becoming aware of pitch. - To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. - To think about others while performing. 	<p>Garageband</p> <ul style="list-style-type: none"> - To compose and perform melodic songs. - To use sound to create abstract effects. - To create simple rhythmical patterns that use a small range of notes. - To create repeated patterns with different instruments. - To create accompaniments for tunes. - To use drones as accompaniments. - To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. - To use digital technologies to compose pieces of music. <p>The dragon song</p> <ul style="list-style-type: none"> - To sing a tune with expression. - To play clear notes on instruments. - To compose melodies and songs. - To create accompaniments for tunes. <p>I can use musical words to describe what I like and do not like about a piece of music.</p>	<p>Ten Pieces - Ravi Shankar</p> <ul style="list-style-type: none"> - To listen and reflect on a piece of orchestral music - To create my own piece of music using instruments and voice - To perform as an ensemble - To use musical language appropriate to the task - To listen to and begin to respond to music drawn from different traditions and great composers and musicians. - To recognise the work of at least one famous composer. <p>Bringing us together</p> <ul style="list-style-type: none"> - To use musical words to describe a piece of music and compositions. - To use musical words to describe what I like and do not like about a piece of music. - To sing a tune with expression. - To play clear notes on instruments. - To use different elements in my composition. - To create repeated patterns with different instruments. 		

			<ul style="list-style-type: none">- To compose melodies and songs.- To create accompaniments for tunes.- To combine different sounds to create a specific mood or feeling.- To improve my work; explaining how it has been improved.
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2020 / 2021	Class: 4LG	Number of pupils in class:	Percentages	ARE:	GD:		
Pupils working at greater depth within their year group expectations:							
Pupils working below year group expectations:							
Music Key skills in Year 4							
<p>Continuous key skills</p> <ul style="list-style-type: none"> - To identify the character in a piece of music. - To identify and describe the different purposes of music. - To sing songs from memory with accurate pitch. - To improvise using repeated patterns. - To use notation to record compositions in a small group or on my own. - To use notation to record and interpret sequences of pitches. 	<p>Mamma Mia</p> <ul style="list-style-type: none"> - To identify the character in a piece of music. - To identify and describe the different purposes of music. - To sing songs from memory with accurate pitch. - To improvise using repeated patterns. - To use notation to record compositions in a small group or on my own. - To use notation to record and interpret sequences of pitches. <p>Singing - Christmas</p> <ul style="list-style-type: none"> - To sing from memory with accurate pitch. - To sing in tune. - To maintain a simple part within a group. - To pronounce words within a song clearly. - To show control of voice. 	<p>Ten Pieces - Delia Derbyshire</p> <ul style="list-style-type: none"> - To listen and reflect on a piece of orchestral music - To create my own piece of music using instruments and voice - To perform as an ensemble - To learn musical language appropriate to the task - To explain why silence is often needed in music and explain what effect it has. - To identify and describe the different purposes of music. <p>Recorder</p> <ul style="list-style-type: none"> - To perform a simple part rhythmically. - To use notation to record and interpret sequences of pitches. - To play notes on an instrument with care so that they are clear. - To perform with control and awareness of others. 	<p>Lean on me</p> <ul style="list-style-type: none"> - To identify and describe the different purposes of music. - To identify the character in a piece of music. - To explain why silence is often needed in music and explain what effect it has. - To understand layers of sounds and discuss their effect on mood and feelings. - To sing songs from memory with accurate pitch. - To perform a simple part rhythmically. - To improvise using repeated patterns. <p>Blackbird</p> <ul style="list-style-type: none"> - To perform a simple part rhythmically. - To sing songs from memory with accurate pitch. - To improvise using repeated patterns. - To use notation to record and interpret sequences of pitches. - To use notation to record compositions in a small group or on my own. - To explain why silence is often needed in music and explain what effect it has. 				

			<ul style="list-style-type: none">- To identify the character in a piece of music.- To identify and describe the different purposes of music.- To begin to identify the style of work of Beethoven, Mozart and Elgar.
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2021 / 2022	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Music Key skills in Year 5					
<p>Continuous key skills</p> <ul style="list-style-type: none"> - To describe, compare and evaluate music using musical vocabulary. - To explain why I think music is successful or unsuccessful. - To breathe in the correct place when singing. - To maintain my part whilst others are performing their part. - To improvise within a group using melodic and rhythmic phrases. - To change sounds or organise them differently to change the effect. - To compose music which meets specific criteria. - To contrast the work of a famous composer and explain my preferences. 	<p>Living on a prayer</p> <ul style="list-style-type: none"> - To describe, compare and evaluate music using musical vocabulary. - To explain why I think music is successful or unsuccessful. - To breathe in the correct place when singing. - To maintain my part whilst others are performing their part. - To improvise within a group using melodic and rhythmic phrases. - To change sounds or organise them differently to change the effect. - To compose music which meets specific criteria. - To choose the most appropriate tempo for a piece of music. <p>Classroom jazz 1</p> <ul style="list-style-type: none"> - To describe, compare and evaluate music using musical vocabulary. - To explain why I think music is successful or unsuccessful. - To maintain my part whilst others are performing their part. 	<p>Ten Pieces - Heitor Villa-Lobos</p> <ul style="list-style-type: none"> - To listen and reflect on a piece of orchestral music - To create my own piece of music using instruments and voice. - To perform as an ensemble. - To learn musical language appropriate to the task. - To change sounds or organise them differently to change the effect. - To compose music which meets specific criteria. - To use notation to record groups of pitches (chords). - To suggest improvement to my own work and that of others. - To contrast the work of a famous composer and explain my preferences. <p>Singing - Easter</p> <ul style="list-style-type: none"> - To sing from memory with confidence. - To perform solos or as part of an ensemble. - To sing or play expressively and in tune. - To hold a part within a round. 	<p>Dancing in the street</p> <ul style="list-style-type: none"> - To breathe in the correct place when singing. - To maintain my part whilst others are performing their part. - To improvise within a group using melodic and rhythmic phrases. - To change sounds or organise them differently to change the effect. - To compose music which meets specific criteria. - To use notation to record groups of pitches (chords). - To use my music diary to record aspects of the composition process. - To choose the most appropriate tempo for a piece of music. - To describe, compare and evaluate music using musical vocabulary. - To explain why I think music is successful or unsuccessful. - To suggest improvement to my own work and that of others. - To contrast the work of a famous composer and explain my preferences. 		

	<ul style="list-style-type: none">- To improvise within a group using melodic and rhythmic phrases.- To contrast the work of a famous composer and explain my preferences.	<ul style="list-style-type: none">- To sing a harmony part confidently and accurately.- To perform with controlled breathing	
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2023 / 2024	Class:	Number of pupils in class:	Percentages	ARE:	GD:
Pupils working at greater depth within their year group expectations:					
Pupils working below year group expectations:					
Music Key skills in Year 6					
<p>Continuous key skills</p> <ul style="list-style-type: none"> - To analyse features within different pieces of music. - To sing in harmony confidently and accurately. - To perform parts from memory. - To take the lead in a performance. - To use a variety of different musical devices in my composition (including melody, rhythms and chords). - To evaluate how the venue, occasion and purpose affects the way a piece of music is created. 	<p>Happy</p> <ul style="list-style-type: none"> - To analyse features within different pieces of music. - To sing in harmony confidently and accurately. - To perform parts from memory. - To take the lead in a performance. - To use a variety of different musical devices in my composition (including melody, rhythms and chords). - To evaluate how the venue, occasion and purpose affects the way a piece of music is created. <p>Classroom jazz 2</p> <ul style="list-style-type: none"> - To analyse features within different pieces of music. - To perform parts from memory. - To take the lead in a performance. - To use a variety of different musical devices in my composition (including melody, rhythms and chords). - To create rhythmic patterns with an awareness of timbre and duration. 	<p>Ten Pieces - Hans Zimmer</p> <ul style="list-style-type: none"> - To use a variety of different musical devices in my composition (including melody, rhythms and chords). - To evaluate how the venue, occasion and purpose affects the way a piece of music is created. - To analyse features within different pieces of music. - To compare and contrast the impact that different composers from different times have had on people of that time. <p>You've got a friend</p> <ul style="list-style-type: none"> - To sing in harmony confidently and accurately. - To perform parts from memory. - To take the lead in a performance. - To use a variety of different musical devices in my composition (including melody, rhythms and chords). - To evaluate how the venue, occasion and purpose affects the way a piece of music is created. 	<p>Music and me</p> <ul style="list-style-type: none"> - To identify and move to the pulse with ease. - To think about the message of songs and compare, talking about what stands out musically in each of them, their similarities and differences. - To use musical words when talking about the songs. - To talk about the musical dimensions working together in the songs. - To copy back rhythms based on the words of the main song, that include syncopation/off beat. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To play a musical instrument with the correct technique within the context of the song. - To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. 		

	<ul style="list-style-type: none">- To thoughtfully select elements for a piece in order to gain a defined effect.	<ul style="list-style-type: none">- To analyse features within different pieces of music.- To compare and contrast the impact that different composers from different times have had on people of that time.	<ul style="list-style-type: none">- To rehearse and perform their part within the context of the Unit song.- To lead a rehearsal session.- To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.- To explain the keynote or home note and the structure of the melody.- To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.- To talk about the venue and how to use it to best effect.- To record the performance and compare it to a previous performance.- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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