

Assessment Progression Map

Music			
End of EYFS (Expressive Arts and Design -EA&D)		Essential opportunities Key stage 1	Essential opportunities Key stage 2
Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high-quality live and recorded music; • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody • Follow the instructions on how and when to sing or play an instrument • Make and control long and short sounds, using voice and instruments • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch • Maintain a simple part within a group • Perform with control and awareness of others 	<ul style="list-style-type: none"> • Sing or play from memory with confidence • Perform solos or as part of an ensemble • Sing or play expressively • Hold a part within a round • Sing a harmony part confidently and accurately • Sustain a drone or melodic ostinato to accompany singing

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To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds • Clap rhythms • Create sounds using dynamics • Choose sounds to create an effect • Sequence sounds to create an overall effect • Create short, musical patterns • Create short, rhythmic patterns 	<ul style="list-style-type: none"> • Compose and perform melodic songs • Create repeated patterns on a range of instruments • Create accompaniments for tunes eg drones • Choose, order, combine and control sounds to create an effect • Use digital technologies to compose pieces of music 	<ul style="list-style-type: none"> • Create sounds with verses and a chorus • Create rhythmic patterns with an awareness of timbre and duration • Combine a variety of musical devices including melody, rhythm and chords • Thoughtfully select elements for a piece in order to gain a defined effect • Use drones and melodic ostinato (based on the pentatonic scale) • Use digital technologies to compose, edit and refine pieces of music
To Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with performance 	<ul style="list-style-type: none"> • Use notation to record compositions • Recognise the notes on the musical staff • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve • Read and create notes on the musical staff • Understand the purpose of the treble and bass clefs • Use and understand simple time signatures

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To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune • Recognise changes in dynamics and pitch 	<ul style="list-style-type: none"> • Use musical vocabulary to identify areas of likes and dislikes • Understand layers of sounds and discuss their effect on mood and feelings 	<ul style="list-style-type: none"> • Choose form a wide range of musical vocabulary to analyse features of music • Pitch • Dynamics • Tempo • Timbre • Texture • Lyrics and melody • Sense of occasion • Expressive • Solo • Harmonies • Rounds • Accompaniments • Drones • Cyclic patterns • Combination of musical elements • Cultural context • Describe how lyrics often reflect the cultural context of the music and have social meaning
Listening Addeed by me	<ul style="list-style-type: none"> • Listen to recorded performances • Listen to live music • Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play 	<ul style="list-style-type: none"> • Listen to recorded performances • Listen to live music • Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play 	<ul style="list-style-type: none"> • Listen to recorded performances • Listen to live music • Develop an understanding of the stories, origins, traditions, history and the social context of the music they listen to and sing and play

Help Notes:

Type in Ebrima size 10

Subject in bold size 14

Add additional rows if you need to for you subject

Look at the curriculum map documents that are all saved on the system to see what we actually teach and take things out that are in addition to the National Curriculum that we must teach.

Don't worry if it goes onto another page

Once written we can review them one at a time in staff meetings to help each other and ensure consistency