

# What are the key features of 'knowledge-rich' assessment for Music?

Subject	Features
<b>Music</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Singing</li> <li><input type="checkbox"/> Playing an instrument</li> <li><input type="checkbox"/> Listening and Appreciating</li> <li><input type="checkbox"/> Creating own music</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Performing</li> <li><input type="checkbox"/> Composing</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Use and understand</li> <li><input type="checkbox"/> Appreciate</li> <li><input type="checkbox"/> History of Music</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.</li> </ul>

# Music: Key Stage 1

Singing		Playing an instrument	Listening and appreciate	Create own music
<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>		<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music</i>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• make different sounds with voice and with instruments</li> <li>• follow instructions about when to play and sing</li> </ul>	<ul style="list-style-type: none"> <li>• use instruments to perform and choose sounds to represent different things</li> </ul>	<ul style="list-style-type: none"> <li>• say whether they like or dislike a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• clap and repeat short rhythmic and melodic patterns</li> <li>• make a sequence of sounds and respond to different moods in music</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• sing or clap increasing and decreasing tempo</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>• play simple rhythmic patterns on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• make connections between notations and musical sounds</li> </ul>	<ul style="list-style-type: none"> <li>• order sounds to create a beginning, middle and an end</li> <li>• create music in response to different starting points</li> </ul>

## Music: Key Stage 2

	<b>Performing</b>	<b>Compose</b>	<b>Listen</b>
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>play clear notes on instruments and use different elements in composition</li> </ul>	<ul style="list-style-type: none"> <li>combine different sounds to create a specific mood or feeling</li> </ul>	<ul style="list-style-type: none"> <li>listen carefully and recognise high and low phrases</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>sing songs from memory with accurate pitch</li> </ul>	<ul style="list-style-type: none"> <li>use notation to record compositions in a small group or individually</li> </ul>	<ul style="list-style-type: none"> <li>explain why silence is often needed in music and explain what effect it has</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>maintain own part whilst others are performing their part</li> </ul>	<ul style="list-style-type: none"> <li>compose music which meets specific criteria</li> <li>choose the most appropriate tempo for a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>repeat a phrase from the music after listening intently.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>sing in harmony confidently and accurately</li> <li>perform parts from memory</li> <li>take the lead in a performance</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of different musical devices in composition (including melody, rhythms and chords).</li> </ul>	<ul style="list-style-type: none"> <li>accurately recall a part of the music listened to</li> </ul>

# Music: Key Stage 2

	<b>Use and understand</b>	<b>Appreciate</b>	<b>History of music</b>
	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music</i>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• create repeated patterns with different instruments</li> <li>• improve my work; explaining how it has been improved</li> </ul>	<ul style="list-style-type: none"> <li>• use musical words to describe a piece of music and compositions</li> <li>• use musical words to describe what they like and do not like about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the work of at least one famous composer</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• use notation to record and interpret sequences of pitches</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the different purposes of music</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify the style of work of Beethoven, Mozart and Elgar</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• use music diary to record aspects of the composition process</li> </ul>	<ul style="list-style-type: none"> <li>• describe, compare and evaluate music using musical vocabulary</li> <li>• explain why they think music is successful or unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>• contrast the work of a famous composer with another and explain preferences</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• analyse features within different pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast the impact that different composers from different times have had on people of that time</li> </ul>