

Southwark Music's Curriculum Progression in Skills and Assessment Criteria



All statements for each year are continually built upon during the following years.

Skill Family	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Vocal	<p>I can join in with a variety of action songs.</p> <p>I can sing individually in a call / response song.</p> <p>I can distinguish talking, whispering and singing voice.</p>	<p>I can pitch match (sing in tune) phrases with 3 different pitches (me, soh, lah)</p> <p>I can sing a complete verse either alone or with a partner of a known song.</p> <p>I have used thinking voice (silent) to count or feel the pulse, or silently sing, with accuracy and control</p>	<p>I can sing with good posture and breathing using the gentle 'Angel Voice'.</p> <p>I can sing cumulative songs and memorise the words.</p> <p>I can repeat back phrases sung on soh and mi, and fill in the gaps when the teacher missed out the notes.</p>	<p>I have sung soh/me phrases following teacher's hand signs.</p> <p>I have performed a song in a small group in two ways, e.g. loud & soft, fast & slow, high & low</p>	<p>I have sung soh/me/lah phrases following teacher's hand signs.</p> <p>I can sing songs in two- and four-part rounds.</p>	<p>I can sing a pentatonic song with good intonation alone or with a partner</p> <p>I have sung simple me/soh and do/re/mi phrases from solfa notation</p> <p>I have adapted and performed a playground song in a small group.</p>	<p>I can improvise vocally using drsml phrases</p> <p>I have held a steady rhythmic part in a 3- or 4-part class piece</p> <p>I can sing a two-part song in a small group of 4-6 people</p> <p>I have composed, notated and performed a rap with a partner or alone, including the use of Italian and English musical terms.</p>	
	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Instrumental	<p>I can recognise opposites (faster/slower, louder/quieter, higher/lower)</p>	<p>I can tap and play a percussion instrument to the pulse of a known song.</p>	<p>I have played a rhythmic line of a song on sticks accurately</p> <p>I have played instruments</p>	<p>I have followed symbols to play percussion instruments loud/soft,</p>	<p>I have created and performed a descriptive piece of music in a group.</p>	<p>I have made up and performed a sound picture in a small group.</p>	<p>I have composed, notated and performed a song with a partner.</p> <p>I can play a tuned instrument as part of an instrumental</p>	

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	I can play a percussion instrument softly and loudly, fast and slow and follow the conductor.	I can successfully play a two part percussion piece, taking turns with the other section, and playing different parts at the same time. I can tap the pulse with sticks in a song with the speed changing	and used the voice in different ways as part of a class piece based on a story I have played a short sound sequence with a partner using short and long sounds	fast/slow, high/low	I have held my own part in a class ostinato building piece using instruments.		class performance of a known song. I can play a simple piece of music composed by myself and a partner.	
	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Pitch, Rhythm and Notation	I can move my hand high or low according to the pitch being played on the chime bars.	I use large gestures to show changes of pitch (higher/lower)	I can distinguish pulse and rhythm	I have played 4 beat rhythms using quavers and crotchets accurately in a group I can read /clap rhythm notation cards which use crotchets, quavers,	I can play the pulse using sticks to known songs of different tempi including some in compound time. I have joined in discussions and	can improvise four phrase rhythms (clapping) with 3 other children in structure ABAC	I can write notes on the stave of the treble clef, sufficiently to notate simple songs and short pieces of music, written by myself or other people.	

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				minims, semiquavers and one beat rests.	performance of a class arrangement of a song. I can find the melody of known songs with limited number of pitches (3-6) on the chime bars.			
	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Criticism and understanding of recorded music.	<p>I can move or play rhythmically to the pulse of the music</p> <p>I can dance to music and say if it is loud or quiet, fast or slow.</p>	<p>I can follow instructions when listening to an action song.</p> <p>I can listen to a piece of music and recognises sudden changes in speed or volume. I can tell if a piece of music is happy or sad sounding.</p>	<p>I can move appropriately to music with long flowing movements or short sharp movements</p> <p>I can change the speed of my dancing according to the music.</p> <p>I can talk about how music makes me feel and what it</p>	<p>I can move as requested to recorded music reflecting changes from lower to higher instruments</p> <p>I can accurately discern some of the instruments being played.</p>	<p>I have worked out and written in rhythm notation the rhythm of one line of a known song,</p>	<p>I understand the concept of time signatures and can differentiate between 3 and 4 beats in a bar. I can recognise different genres of music.</p> <p>I can group some different instruments into their</p>	<p>I can recognise further genres of music and can tell if a piece of music is in a minor or major key.</p>	

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			reminds me of. I can sit still and listen calmly to music.			orchestral families.		
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Musical Terms and Key Vocabulary	Fast slow, quiet/soft, loud, high, low	Plus piano, forte, getting faster/slowing down; getting louder/getting quieter, pulse, rhythm, middle, Wooden Instruments – Claves, Wood Blocks. Metal Instruments – Triangles, Cow Bells, Chime Bars.	Plus mezzo forte, mezzo piano, long and short sounds, ostinato	Plus Fortissimo, Pianissimo, Improvisation, Tuned percussion	Plus Crescendo, Diminuendo, Structure	Plus ritardando and accelerando, Pentatonic, Dynamics	Plus time signature, duple time, triple time, staccato, legato, bass clef. Cyclic Music, Riff, drone, Harmony, Melody, Accompaniment, Chord, Keyboards/Garage Band	Plus Compound time, Staff Notation Clef Key Unison

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		<p>Shaking Instruments – Maracas, Metal Shakers, Tambourines.</p> <p>Skinned Instruments – Drums, Skinned Tambourines</p>						
<p>Assessment in Music</p> <p>Formative, developmental assessment (in the moment assessment, responding in the moment, assessment as a behaviour) - during their music lessons, the tutor has a dialogue with the pupils by listening, assessing 'live' and deciding which next steps to take. Feedback requires the pupils to do more work, not the tutor. Assessment doesn't always need to be written down; feedback/assessment can be done 'live'. Listen to the children's music responses! Tutors writing assessment/feedback down can be detrimental to the pupil's learning as it takes time away from limited teaching time.</p> <p>Summative assessment - a moment when the teaching stops (exams/written feedback)! The purpose is to check that pupils are learning the intended curriculum. Final performances count - here tutors can spot gaps in the pupils' abilities and develop and amend the curriculum as necessary. Recordings of performances each year for Ofsted are acceptable and can be very informative. How does each musical opportunity build and relate to the next musical opportunity?</p>								