

St Thomas/E Crompton St James Music Assessment Grid – Progression Framework

Year Group	Singing	Playing	Improvising and Composing	Listening	Notation & Use of Technology
1	I can use my voice to speak, sing and chant.	- I can use instruments to perform. - I can clap short rhythmic patterns. - I can repeat short rhythmic and melodic patterns.	- I can make a sequence of sounds. - I can choose sounds to represent different things.	I can say whether I like or dislike a piece of music.	I can follow instructions about when to play and sing.
2	I can sing and follow a melody.	- I can perform simple patterns and accompaniments keeping a steady pulse. - I can play simple rhythmic patterns on an instrument. - I can sing or clap altering dynamics and tempi	- I can order sounds to create a beginning, middle and an end. - I can choose sounds which create an effect.	- I can listen out for particular things when listening to music. - I can improve my own work	- I can use symbols to represent sounds. - I can use simple music technology to play and capture sounds
3	- I can sing in tune with expression - I am beginning to maintain an independent part in a small group when singing/playing (ostinato, singing in a round)	I can begin to use a variety of dynamics and tempi in my playing	- I can play simple melodies on tuned percussion - I can create accompaniments for tunes. - I can combine different sounds to create a specific mood or feeling.	- I can use simple musical words to describe a piece of music and compositions (forte/piano/lento/allegro/accelerando/rallentando) - I can appreciate and understand a wide range of live and recorded music, learning of the lives of great composers - I can improve my work; explaining how it has been improved	- I can read notation for a 4-beat pattern (incl. crotchet, quaver, minim notes and rests) - I can read pitch for soh, me, doh from solfa signs and notation - I can create and play from a graphic score, beginning to include conventional music markings
4	- I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing - I can maintain an independent part in a small group when singing (ostinato, singing in a round)	I can develop sensitivity in playing and singing (eg. using dynamics and tempi)	- I can create simple melodies based on 5 notes (eg. C to G) - I can combine different sounds to create a specific mood or feeling.	- I can use musical words confidently to describe a piece of music and compositions - I can improve my work; explaining how it has been improved	I understand how pitch is represented on a stave

5	• I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style • I can confidently maintain an independent part in a small group when singing (ostinato, singing in a round)	• I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression	• I understand the pentatonic scale and can use it to compose melodies • I can compose music within given or chosen parameters (eg. structures, using particular notes, rhythms etc) • I can improvise and compose music for a range of purposes using the inter-related dimensions of music	• I can describe, compare and evaluate music using musical vocabulary • I can suggest improvement to my own work and that of others	• I can follow a notated melody line as an aid to vocal performance • I can read and use rhythm notation in composition • I can combine layers of sound using music technology • I can edit and manipulate sounds using music technology
6	• I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style • I can sing in harmony confidently and accurately	• I can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression.	• I can use a variety of different musical devices in my composition (including melody, rhythms and chords) • I can use a variety of musical structures in my compositions eg: round, cumulative, ostinato, verse and chorus, call and response	• I can analyse features within different pieces of music • I can suggest improvements to my own work and that of others	• I know the names of notes on the treble clef • I can use notation to record groups of pitches (chords) • I am beginning to use conventional rhythm and pitch notation within compositions

Key to Colours

Autumn Term

Spring Term

Summer Term

All year round