

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

| Subject | Features |
|--------------|--|
| Music | <ul style="list-style-type: none"><li data-bbox="465 472 1760 782">❑ At key stage 1 and 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none"><li data-bbox="562 562 755 601">❑ Singing<li data-bbox="562 605 1012 644">❑ Playing an instrument<li data-bbox="562 648 1112 686">❑ Listening and Appreciating<li data-bbox="562 691 987 729">❑ Creating own music<li data-bbox="562 733 900 772">❑ History of music<li data-bbox="465 801 1760 929">❑ 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 data-bbox="465 948 1760 1076">❑ 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. |



Sticky Knowledge: Music

| 16-26 | 22-36 | 30-50 | 40-60 |
|--|---|--|---|
| <input type="checkbox"/> I know how to move my body to sounds and music I enjoy. | <input type="checkbox"/> I know how to express myself through physical action and sound. | <input type="checkbox"/> I know how to sing familiar songs | <input type="checkbox"/> I know how to begin to build a repertoire of songs and dances. |
| <input type="checkbox"/> I know how to imitate and improvise actions . e.g. clapping or waving. | <input type="checkbox"/> I know how to join in singing my favourite songs. | <input type="checkbox"/> I know how to begin to move rhythmically. | <input type="checkbox"/> I know how to explore the different sounds of instruments. |
| <input type="checkbox"/> I know how to use instruments to perform and choose sounds to represent different things. | <input type="checkbox"/> I know how to create sounds by banging, shaking, tapping or blowing. | <input type="checkbox"/> I know how to imitate movement in response to music. | <input type="checkbox"/> I know how to represent my own feelings through music. |
| <input type="checkbox"/> I know how to begin to move to music, listen to or join in with rhymes or songs. | <input type="checkbox"/> I know how to show interest in the way musical instruments sound. | <input type="checkbox"/> I know how to tap out simple repeated rhythms. | <input type="checkbox"/> I know how to talk about the ideas and processes that have led me to make music. |
| | | <input type="checkbox"/> I know to explore and learn how sounds can change. | |
| | | <input type="checkbox"/> I know how to create movement in response to music. | |
| | | <input type="checkbox"/> I know how to sing to myself and makeup simple songs. | |
| | | <input type="checkbox"/> I know how to make up rhythms. | |



Sticky Knowledge: Music

| Year 1 | Year 2 |
|---|--|
| <input type="checkbox"/> I know how to make different sounds with my voice and with instruments | <input type="checkbox"/> I know how to sing or clap with increasing and decreasing tempo |
| <input type="checkbox"/> I know how to follow instructions about when to play and when to sing | <input type="checkbox"/> I know how to perform simple patterns and accompaniments keeping a steady pulse |
| <input type="checkbox"/> I know how to use instruments to perform and choose sounds to represent different things | <input type="checkbox"/> I know how to play simple rhythmic patterns on an instrument |
| <input type="checkbox"/> I can say whether I like or dislike a piece of music | <input type="checkbox"/> I know how to make connections between notations and musical sounds |
| <input type="checkbox"/> I know how to clap and repeat short rhythmic and melodic patterns | <input type="checkbox"/> I know how to order sounds and how to create a beginning, middle and an end |
| <input type="checkbox"/> I know how to make a sequence of sounds and respond to different moods in music | <input type="checkbox"/> I know how to create music in response to different starting points |



Sticky Knowledge: Music

| Year 3 | Year 4 |
|---|--|
| <input type="checkbox"/> I know how to play clear notes on instruments and use different elements in my composition | <input type="checkbox"/> I know how to sing songs from memory with accurate pitch |
| <input type="checkbox"/> I know how to combine different sounds to create a specific mood or feeling | <input type="checkbox"/> I know how to use notation to record compositions in a small group or individually |
| <input type="checkbox"/> I know how to create repeated patterns with different instruments | <input type="checkbox"/> I know how to explain why silence is often needed in music and explain what effect it has |
| <input type="checkbox"/> I know how to improve my work; explaining how it has been improved | <input type="checkbox"/> I know how to use notation to record and interpret sequences of pitches |
| <input type="checkbox"/> I know how to use musical words to describe a piece of music and compositions and say what I like and do not like about it | <input type="checkbox"/> I know how to identify and describe the different purposes of music |
| <input type="checkbox"/> I can recognise the work of at least one famous composer | <input type="checkbox"/> I can begin to identify the style of work of Beethoven, Mozart and Elgar |



Sticky Knowledge: Music

| Year 5 | Year 6 |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> I know how to maintain own part whilst others are performing their part | <ul style="list-style-type: none"> • I know how to sing in harmony confidently and accurately and can perform parts from memory |
| <ul style="list-style-type: none"> <input type="checkbox"/> I know how to compose music which meets specific criteria | <ul style="list-style-type: none"> <input type="checkbox"/> I can take the lead in a performance |
| <ul style="list-style-type: none"> <input type="checkbox"/> I know how to choose the most appropriate tempo for a piece of music | <ul style="list-style-type: none"> <input type="checkbox"/> I know how to use a variety of different musical devices in composition (including melody, rhythms and chords). |
| <ul style="list-style-type: none"> <input type="checkbox"/> I know how to use a music diary to record aspects of the composition process | <ul style="list-style-type: none"> <input type="checkbox"/> I know how to analyse features within different pieces of music |
| <ul style="list-style-type: none"> • I know how to describe, compare and evaluate music using musical vocabulary and can explain why I think music is successful or unsuccessful | <ul style="list-style-type: none"> <input type="checkbox"/> I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created |
| <ul style="list-style-type: none"> <input type="checkbox"/> I can contrast the work of a famous composer with another and explain my preferences | <ul style="list-style-type: none"> <input type="checkbox"/> I can compare and contrast the impact that different composers from different times have had on people of that time |

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> |
| Year 1 | <ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing | <ul style="list-style-type: none"> • use instruments to perform and choose sounds to represent different things | <ul style="list-style-type: none"> • say whether they like or dislike a piece of music | <ul style="list-style-type: none"> • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music |
| Year 2 | <ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse | <ul style="list-style-type: none"> • play simple rhythmic patterns on an instrument | <ul style="list-style-type: none"> • make connections between notations and musical sounds | <ul style="list-style-type: none"> • order sounds to create a beginning, middle and an end • create music in response to different starting points |

Music: Key Stage 2

| | Performing | Compose | Listen |
|---------------|---|---|---|
| | <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> |
| Year 3 | <ul style="list-style-type: none"> • play clear notes on instruments and use different elements in composition | <ul style="list-style-type: none"> • combine different sounds to create a specific mood or feeling | |
| Year 4 | <ul style="list-style-type: none"> • sing songs from memory with accurate pitch | <ul style="list-style-type: none"> • use notation to record compositions in a small group or individually | <ul style="list-style-type: none"> • explain why silence is often needed in music and explain what effect it has |
| Year 5 | <ul style="list-style-type: none"> • maintain own part whilst others are performing their part | <ul style="list-style-type: none"> • compose music which meets specific criteria • choose the most appropriate tempo for a piece of music | |
| Year 6 | <ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance | <ul style="list-style-type: none"> • use a variety of different musical devices in composition (including melody, rhythms and chords). | |

Music: Key Stage 2

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