



Music Assessment at Mundy CofE Junior School



At this present time, our Music Assessment is handled through Teacher formative assessment throughout our lessons.

Teachers are able to use the “Music Progression Map” and the “Music Key Vocabulary” grids to aid them with Whole Class Summative Assessment at the end of each Music Unit of Work.

Mundy C of E Junior School. Progression of Skills.



	Year 3 & Year 4	Year 5 & Year 6
Singing songs with control and using the voice expressively.	• Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and rhythm. • Sing expressively with awareness and control. (Focus on timbre, tempo, dynamics. • Create different vocal effects. • Understand how mouth shapes affect voice. • Recognise sounds by singing parts of the song in their head. •	• Sing songs with increasing control of posture, breathing and sound projection. • Sing songs in tune. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing in a round. • Sing confidently in groups of all sizes.
To play tuned and untuned instruments with control and accuracy.	• To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • To play and perform parts with an increasing number of notes, beginning to how musical expression.	• To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • To play and perform with accuracy, fluency, control and expression
To practise, rehearse and present performances with an awareness of the audience	• To think about others while performing.	• To maintain my own part and be aware of how other parts fit together. • To think about the audience when performing and how to create a specific effect.
Improvise, developing rhythmic and melodic material when performing	• To create simple rhythmical patterns that use a small range of notes. • To create rhythmical and simple melodic patterns using an increased number of notes.	• To create increasingly complicated rhythmic and melodic phrases within given structures. • To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose, combine and organise musical ideas with musical structures	• To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. • To join layers of sound, thinking about musical dynamics of each layer and understanding the effects.	
Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	• To explore and comment on the ways sound can be used expressively. • To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	• To describe, compare and evaluate different types of music beginning to use musical words. • To describe, compare and evaluate different types of musical using a range of musical vocabulary including the inter-related dimensions of music

	Year 3 & Year 4	Year 5 & Year 6
To reflect on and improve own and others work in relation to its intended effect	- To comment on the effectiveness of own work, identifying and making improvements. - To comment and identify making improvements based on its intended outcomes.	- To comment on the success of own and others work, suggesting improvements based on intended outcomes. - To evaluate the success of own and others work, suggesting specific improvements based on the intended outcomes and on how this could be achieved.
To listen with attention to detail and to internalise and recall sounds.	- To listen with attention and begin to recall sounds. - To listen and recall patterns of sounds with increasing accuracy.	- To listen to and recall a range of sounds and patterns confidently. - To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements can be organised within musical structures and used to communicate different moods and effects.	- To begin to understand how different musical elements are combined and used to create an effect. - To understand how different musical elements are combined and used expressively.	- To begin to identify the relationship between sounds and how music can reflect different meanings. - To confidently identify and explore the relationship between sounds and how music can reflect different meanings and moods.
To know that music is produced in different ways and described through relevant established and invented notations.	- To begin to recognise simple notations to represent music, including pitch and volume. - To understand and begin to use established and invented musical notations to represent music.	- To recognise and use a range of musical notations including staff notation. - To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To understand how time and place can influence the way music is created.	- To listen to and begin to respond to music drawn from different traditions and great composers and musicians. - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	- To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. - To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Mundy C of E Junior School. Music Key Vocabulary



Basics	Year 3	Year 4	Year 5	Year 6
Beat: Unit of rhythm. Chant: Singing in unison, with a similar rhythm to speech. Fast: The speed at which something is played. High: How pitch is performed. Listen: Give ones attention to sound. Loud: The volume at which something is played. Low: How pitch is performed. Music: Vocal or instrumental sounds. Pattern: A repeated design. Pitch: How high or low a sound is. Quiet: The volume at which something is played. Repeat: When a piece of music or song is played over again. Rest: Moment when a note is not played for a defined length of time. Rhythm: Structured groups of accented and unaccented beats. Sequence: An order in which related things follow each other. Slow: The speed at which something is played. Song: A set of words set to music. Tune: A melody which characterizes a piece of music.	Beat: The steady timing in a piece of music. Duration: The length of a sound. Melody: A sequence of notes. Ostinato: A repeated rhythm or phrase. Perform: Present to an audience. Pitch: Pitch is how high or low a sound is. Rhythm: A pattern of long and short notes. Solo: A section or piece of music or song performed by one person. Structure: The way in which a piece of music is put together. Tunefully: Having a pleasing tune, or melody.	Aural: Relating to the ear or the sense of hearing. Compose: Write or create a piece of music. Dynamics: The loudness or softness at which musicians play a section or piece of music. Expression: The conveying of feelings in a piece of music. Improvise: Create and perform without preparation. Musician: Someone who plays a musical instrument. Recall: To perform a piece of music from memory. Tempo: Speed of a piece of music. Texture: The way in which different elements of music are layered together. Timbre: The character or sound quality of a note. Different instruments have different timbres.	Chord: Three or more notes played together at the same time. Composer: A person who writes music. Ensemble: All instruments in an orchestra or all the voices in a choir, playing together at once. Harmony: Two or more notes played or sung together. Notation: A method of writing music. Notes: A single tone of definite pitch made by a musical instrument. Percussion: Musical instruments played by striking with the hand or with a stick or beater. Posture: The position in which someone holds their body when standing or sitting. Projection: The ability to make your voice or a musical sound heard at a distance.	Accompaniments: A musical part which supports or partners an instrument, voice or group. Audience: The assembled spectators or listeners at a public event. Composition: The action of putting things together. Expressively: Showing or communicating meaning or feeling effectively. Phrases: Put into a form of words. Soundscape: A piece of music considered in terms of its component sounds. Theme: A prominent or frequently recurring melody or group of notes in a composition. Variation: A version of a theme, modified in melody, rhythm or harmony so as to present it in a new but still recognisable way. Venue: A place where something happens. For example: an organise event or concert.