



Example Assessment and Progression Framework 2020

This document contains a working example of how the National Curriculum for Music in EYFS and Key Stages 1 & 2 can be broken down into progressive objectives to ensure appropriate coverage in school. It is the product of a working party of music leaders from Silsden Primary, Eastburn Primary, All Saint's Primary (Ilkely) and Bradford Music & Arts Service.

The breakdown and order of objectives is based on common curriculums and progression routes including: *Charanga*, *Music Express*, *Chris Quigley Milestones* and *The Primary Music Tool Kit – Dr Alison Daubney*. When using in school, take time to consider if any adjustments need to be made for your setting (e.g. including Whole Class Instrumental Teaching – see www.bradfordmusiconline.co.uk for objective coverage)

MUSIC IN KEYSTAGE 1

At Key Stage One, pupils should have the opportunity to:

- Use their voices expressively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year Group	Singing and Vocal Work	Playing and Performing	Improvisation	Composition	Listening and Appraising
EYFS	Explore	Explore sounds through body sounds and playing a range of objects – hitting, scraping, shaking, blowing.	Explore sounds through playing instruments, body percussion and voice.	Explore sounds through body sounds and playing a range of objects – hitting, scraping, shaking, blowing.	Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.
1	<p>Take part in singing</p> <p>Make long and short sounds using the voice</p> <p>Copy changes in pitch and follow a melody</p>	<p>Copy sounds created by a leader.</p> <p>Show an awareness of pulse.</p> <p>Start to develop an awareness of timbre, tempo and dynamics when playing.</p>	<p>Start to improvise using very simple rhythmic patterns: one or two notes</p> <p>Use body percussion, voices and instruments.</p> <p>Include question and answer activities.</p>	<p>Create and show sounds by using picture/graphic notation.</p> <p>Create simple rhythmic patterns.</p> <p>Utilise body percussion, voices and instruments to create different effects.</p>	<p>Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>

2	<p>Sing with accuracy with a limited range of pitch</p> <p>Follow instructions for when to and how to sing</p> <p>Imitate changes of pitch accurately</p>	<p>Have a good understanding of timbre, dynamics and tempo when playing.</p> <p>Demonstrate pulse when following a leader.</p> <p>Perform to others.</p>	<p>Continue to improvise using very simple rhythmic patterns: one or two notes</p> <p>Use body percussion, voices and instruments with confidence and awareness of pulse.</p> <p>Include call and response activities.</p> <p>Integrate a basic knowledge of the interrelated dimensions of music, ie how rhythm and tempo are part of the creation.</p>	<p>Create a beginning, middle and end.</p> <p>Use symbols to represent sounds created.</p> <p>Utilise body percussion, voices and instruments with confidence and awareness of pulse to create different effects.</p>	<p>Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>
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MUSIC IN KEYSTAGE 2

At Key Stage Two, pupils should have the opportunity to:

- Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians,
- Develop an understanding of the history of music.

Year Group	Singing and Vocal Work	Playing and Performing	Improvisation	Composition	Listening and appraising
3	<p>Sing from memory with accurate pitch (in tune) and expanding range</p> <p>Maintain a simple part within a group (e.g. in a two part round)</p> <p>Pronounce words clearly</p>	<p>Perform rhythms with untuned percussion.</p> <p>Begin to play tuned instruments (glockenspiels/whole class instrument lessons).</p> <p>Begin to read formal and other notation.</p>	<p>Continue to develop own rhythms that lead to melodies in a group or solo situation.</p> <p>Improvise with two notes using voice, sounds and instruments with confidence.</p>	<p>Create basic rhythms using a rhythm grid.</p> <p>Begin to compose simple melodies using graphic or standard notation.</p> <p>Demonstrate selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).</p>	<p>Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>

<p>4</p>	<p>Sing from memory with accurate pitch (in tune) and expanding range</p> <p>Maintain a simple part within a group (e.g. in a four part round)</p> <p>Pronounce words clearly and show secure control of voice</p>	<p>Play with care notes on tuned instruments.</p> <p>Play a variety of rhythms on untuned instruments with control and a good sense of pulse.</p> <p>Read formal notation on a staff with an understanding of note length.</p> <p>Perform to others with an awareness of an audience's needs.</p>	<p>Continue to develop own rhythms that lead to melodies in a group or solo situation.</p> <p>Begin to improvise with three notes with confidence, use voice, sounds and instruments.</p> <p>Take turns to call and respond.</p> <p>Integrate a basic knowledge of the interrelated dimensions of music, ie how rhythm and tempo are part of the creation.</p>	<p>Create rhythms using a rhythm grid.</p> <p>Compose more complex melodies using graphic or standard notation.</p> <p>Demonstrate selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).</p>	<p>Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>
<p>5</p>	<p>Sing from memory with confidence</p> <p>Sing a solo and as part of a group</p> <p>Sing a simple harmony</p> <p>Sing with controlled breathing</p>	<p>Play tuned and untuned percussion with an appropriate pulse and a growing awareness of combining dynamics, duration, timbre, texture, structure and pitch.</p> <p>Understand the importance of starts and finishes when performing to an audience.</p> <p>Play simple ostinatos on tuned instruments.</p>	<p>Continue to develop more complex rhythms that lead to melodies in a group or solo situation, use the term "riff"</p> <p>Improvise with three notes with confidence, use voice, sounds and instruments.</p> <p>Build a deeper knowledge of the interrelated dimensions of music ie how rhythm, tempo, and dynamics are part of the creation.</p> <p>Take turns to ask the questions and answer it.</p>	<p>Compose music that follows simple structures.</p> <p>Use graphic and standard notation to develop and record compositions.</p> <p>Combine selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).</p>	<p>Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>

6	<p>Sing from memory with confidence and accuracy</p> <p>Sing a solo and as part of a group</p> <p>Sing and hold a harmony part accurately</p> <p>Sing with controlled breathing and phrasing</p>	<p>Play tuned and untuned percussion with confidence as part as an ensemble or solo</p> <p>Maintaining an appropriate pulse with a comprehensive awareness of dynamics, duration, timbre, texture, structure and pitch.</p> <p>Understand and use notation relevant to the instrument played.</p>	<p>Continue to develop more complex rhythms that lead to melodies in a group or solo situation, use the terms “riff” and “head”</p> <p>Improvise with up to five notes with confidence, use voice, sounds and instruments.</p> <p>Take turns to call and respond.</p> <p>Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm, tempo, and dynamics are part of the creation.</p>	<p>Compose music that follows set structures.</p> <p>Use graphic and standard notation to develop and record compositions.</p> <p>Combine selected musical elements (pulse, rhythm, pitch, texture, timbre, dynamics and tempo).</p>	<p>Listen to and appraise a range of music appropriate to age range and wider cross curricular learning to support contextual learning.</p>
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