

Assessment and Tracking Progress – Year R DRAFT



Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to explore and respond to high and low sounds	Explore, use and respond to high and low sounds	Find, use, respond to and describe a range of different high and low sounds e.g. performed on different types of instruments
Duration	Begin to explore and respond to long and short sounds and the steady beat in music heard and performed	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed	Find, use, respond to and describe long and short sounds and follow the steady beat in music heard and performed
Dynamics	Begin to explore and respond to loud, quiet and silence	Explore, use, respond to and recognise loud, quiet and silence	Independently choose and use loud and quiet sounds and silence for a purpose
Tempo	Begin to explore and respond to fast and slow	Explore, use, respond to and recognise fast and slow	Independently choose and use fast and slow sounds for a purpose
Timbre	Begin to explore and respond to a range of sounds and sound-makers	Explore, use and respond to a range of sounds and sound makers including vocal sounds	Independently choose and use different sounds for a purpose
Texture	Begin to explore and respond to one sound and many sounds	Explore, use and respond to one sound and many sounds	Choose and use different combinations of sounds for a purpose.
Structure	Begin to explore and respond to ideas and events in stories	Explore, use and respond to sequences of events and stories, distinguish between same and different	Independently order sounds for a purpose

Assessment and Tracking Progress – Year 1 DRAFT

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to explore, respond to and recognise high, middle and low sounds	Explore, use, respond to and recognise high, middle and low sounds	Find, use, respond to, recognise and describe a range of high, middle and low sounds
Duration	Begin to explore, respond to and recognise patterns of long and short sounds and to steady beats	Explore, use, respond to and recognise patterns of long and short sounds and to steady beats	Explore, use, respond to, recognise and describe patterns of long and short sounds and demonstrate a steady beat
Dynamics	Begin to explore, respond to, recognise and identify loud, moderate, quiet and silence	Explore, use, respond to, recognise and identify loud, moderate, quiet and silence	Recognise and describe, choose and use loud, moderate, quiet and silence
Tempo	Begin to explore, respond to, recognise and identify fast, moderate and slow	Explore, use, respond to, recognise and identify fast, moderate and slow	Recognise and describe, choose and use fast, moderate and slow
Timbre	Begin to use and identify families of school percussion instruments, their sound properties and explore how they could be played	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used	Independently choose and use school percussion instruments for a purpose, describe and demonstrate their sound properties
Texture	Begin to explore, respond to and recognise solo sounds and layers of sounds	Explore, use, respond to and recognise solo sounds and layers of sounds	Recognise and describe, choose and use different solo sounds and layers of sounds and how they can be used for a purpose
Structure	Begin to explore, respond to and recognise simple structures	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses	Recognise and describe, choose and use simple structures used for a purpose

Assessment and Tracking Progress – Year 2 DRAFT

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to respond to, recognise and identify higher and lower sounds and the general shape of melodies	Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	Recognise, describe and create melodic shapes including the use of steps, leaps and repeated notes
Duration	Begin to respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together	Respond to, use, recognise and distinguish between steady beat and rhythm pattern and how they fit together	Distinguish between steady beat and rhythm patterns accurately, being able to fit them together with confidence
Dynamics	Begin to respond to, recognise and identify getting louder and quieter	Respond to, use, recognise and identify getting louder and quieter	Describe, control and extend the use of getting louder and quieter
Tempo	Begin to respond to, recognise and identify getting faster and slower	Respond to, use, recognise and identify getting faster and slower	Describe, control and extend the use of getting faster and slower
Timbre	Begin to identify and choose the way sounds are made, exploring how they can be used	Identify, choose and use the way sounds are made and can be used	Independently choose sounds for a purpose, recognise, use and describe a variety of playing techniques
Texture	Experience and begin to respond to different layers	Respond to and begin to recognise and use different layers including simple accompaniments	Recognise, describe and use solo sounds and layers of sounds for a specific purpose.
Structure	Experience and respond to a range of repetition and contrast structures	Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA	Recognise, describe and use a range of simple structures for a specific purpose

Assessment and Tracking Progress – Year 3 DRAFT

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to identify steps, leaps and repeated notes in melodies and begin to be aware that notes can be ordered into scale patterns	Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic	Identify and use combinations of steps, leaps and repeated notes to influence melodic shape governed by a specific scale pattern, sharing your thinking
Duration	Begin to identify how rhythm patterns fit to a steady beat and count steady beats in groups of 2s, 3s and 4s	Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre	Fit rhythm patterns to a steady beat in 2, 3 and 4 metre confidently
Dynamics	Begin to identify, use and understand getting louder and quieter in finer gradations	Identify, use and understand getting louder and quieter in finer gradations	Use finer gradations of dynamics with greater control and increasing awareness and subtlety, sharing your thinking
Tempo	Begin to identify, use and understand getting faster and slower in finer gradations	Identify, use and understand getting faster and slower in finer gradations	Use finer gradations of tempi with greater control and increasing awareness and subtlety, sharing your thinking
Timbre	Begin to identify families of non-percussion instruments and the way they are played; use an increased range of percussion instruments	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	Identify families of non-percussion instruments and the way they are played confidently; describe and use percussion instruments with increased subtlety and awareness of purpose
Texture	Begin to identify the use and purpose of different layers in music heard, created and performed	Identify the use and purpose of different layers in music heard, created and performed	Identify and describe the use and purpose of different layers in music heard, ensuring layers created and performed fit together accurately
Structure	Begin to develop understanding of conventional structures including binary (AB) and ternary (ABA) and the use of short repeated patterns.	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	Describe and use conventional structures securely in music created and performed including the use of ostinati

Assessment and Tracking Progress – Year 4 DRAFT

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to hear the difference between scale patterns including pentatonic, major and minor	Identify melodic shape and explore different scale patterns including pentatonic, major and minor	Identify and use, discuss and be able to choose between scale patterns for a specific melodic purpose
Duration	Identify how rhythm patterns fit to a steady beat, begin to hear the difference between 2, 3, and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre	Fit rhythm patterns to a steady beat in 2, 3, or 4 metre independently
Dynamics	Begin to explore how to use dynamics for expressive effect	Explore how to use dynamics for expressive effect	Identify and use, discuss and be able to choose dynamics for expressive effect
Tempo	Begin to explore how to use tempi for expressive effect	Explore how to use tempi for expressive effect	Identify and use, discuss and be able to choose tempi for expressive effect
Timbre	Begin to identify a range of non-percussion instruments by family / name; develop the use of percussion instruments	Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments	Identify and describe characteristics of instrument families / instruments within family groups, use percussion instruments with sensitivity and awareness of purpose
Texture	Begin to identify and use different types of texture including solo, unison, ostinato parts and drone	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts	Identify and describe the use and purpose of different types of layers in music heard, ensuring layers created and performed fit together accurately
Structure	Begin to identify and use different conventional structures, develop use of ostinato	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same e.g. simple theme and variations. Further develop use of ostinati	Identify and describe the use and purpose of extended conventional structures in music created and performed.

Assessment and Tracking Progress – Year 5 DRAFT

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to explore and recognise different scale patterns and their musical effect	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music	Identify, discuss and use a range of scale patterns for a specific musical purpose or effect
Duration	Begin to be aware of more complex rhythm patterns and metres, hear the difference between basic metres	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Fit more complex rhythm patterns to a steady beat in a range of metres
Dynamics	Begin to understand how a range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be used and manipulated for expressive effect	Identify, discuss and use a range of dynamic variation for specific musical purpose or effect
Tempo	Begin to understand how a range of tempi can be used and manipulated for expressive effect	Understand how a wide range of tempi can be used and manipulated for expressive effect	Identify, discuss and use a range of tempi for specific musical purpose or effect
Timbre	Begin to identify instruments within families and different instrumental/ vocal combinations; use percussion instruments with greater sensitivity	Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments	Identify, name and discuss instruments and their characteristics within family groups, refine the use of percussion instruments with awareness of impact
Texture	Begin to use of simple harmony including consonant and dissonant	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments	Identify, describe and use different types of harmony accurately and with an awareness of purpose
Structure	Begin to explore and use a wider range of developmental and expressive structures	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif	Identify, describe, choose and use a wide range of extended conventional structures with an awareness of purpose

Assessment and Tracking Progress – Year 6 DRAFT

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to explore, recognise and identify a range of different scale patterns and how they influence music	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music	Use scales effectively for a specific musical purpose and be able to discuss and justify choices made
Duration	Begin to identify and understand more complex rhythm patterns and metres	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7	Use more complex rhythm patterns effectively for a specific musical purpose
Dynamics	Begin to understand how a wider range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect	Use detailed dynamic variation effectively for a specific musical purpose and be able to discuss and justify choices made
Tempo	Begin to understand how a wider range of tempi can be used and manipulated for expressive effect	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect	Use detailed variations in tempi effectively for a specific musical purpose and be able to discuss and justify choices made
Timbre	Begin to identify instruments within families and their role in a wider range of ensembles: refine use of percussion instruments	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact	Identify, name and discuss instruments within families and their role in a wider range of ensembles; refine the use percussion instruments with intended impact
Texture	Begin to use simple harmony, including simple chords	Use simple harmony, including simple chords, with greater awareness and understanding	Identify, discuss and use different types of harmony with confidence and an awareness of purpose
Structure	Experience and use a range of developmental structures and expressive structures	Use a broader range of developmental structures and expressive structures (see year 5)	Identify, discuss and use a wide range of extended conventional structures with an awareness of purpose