

Music Assessment Statements

Reception

<ul style="list-style-type: none"> I can invent, adapt and recount narratives and stories with my peers and my teacher. 	
<ul style="list-style-type: none"> I can sing a range of well-known nursery rhymes and songs. 	
<ul style="list-style-type: none"> I can perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. 	

Year 1 - I am beginning to...

<ul style="list-style-type: none"> Use my voice expressively and creatively, by singing songs and speaking chants and rhymes 	
<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	
<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality music 	
<ul style="list-style-type: none"> Experiment with, create, select, and combine sounds using the inter-related dimensions of music e.g. pitch, rhythm 	

Year 2- I can ...

<ul style="list-style-type: none"> Use my voice expressively and creatively, by singing songs and speaking chants and rhymes 	
<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	
<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality music 	
<ul style="list-style-type: none"> Experiment with, create, select, and combine sounds using the inter-related dimensions of music e.g. pitch, rhythm, timbre 	

Year 3 - I am beginning to ...

<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using my voice and play musical instruments with increasing accuracy, fluency, control, and expression 	
<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music e.g. pitch, rhythm, timbre 	
<ul style="list-style-type: none"> 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 drawn from different traditions and from great composers and musicians	
• Develop an understanding of the history of music	

Year 4 - I am developing my ability to ...

• Play and perform in solo and ensemble contexts, using my voice and play musical 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 drawn from different traditions and from great composers and musicians	
• Understand the history of music	

Year 5 - I am improving my ability to ...

• Play and perform in solo and ensemble contexts, using my voice and play musical 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 drawn from different traditions and from great composers and musicians	
• Develop an understanding of the history of music	

Year 6 - I am successfully able to ...

• Play and perform in solo and ensemble contexts, using my voice and play musical 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 drawn from different traditions and from great composers and musicians	
• Develop an understanding of the history of music	