

Being A Musician at Marshbrook

Being A Year 1 Musician

Learning Objectives:	Pupil self-assessment	
<u>Performing</u>		
1. Explore making different sounds with your voice and instruments.		
2. Show an understanding of pulse.		
3. Sing and chant songs and rhymes with the rest of the class.		
4. Begin to sing in tune.		
5. Start and stop at the right time.		
6. Follow a leader when performing as a group.		
7. Mime actions and sing in your head.		
<u>Composing and Improvising</u>		
8. Say words and clap/play to create simple patterns.		
9. Be able to make up a rhythm/sound over a given number of beats.		
10. Add sound effects to a story.		
11. Understand simple graphic notation - one sign for a sound.		
<u>Aural Awareness</u>		
12. Listen to and experiment with vocal and instrumental sounds.		
13. Copy back simple patterns and melodies.		
14. Recognise duration as being long or short.		
15. Recognise pitch as high or low.		
16. Recognise different articulations e.g. smooth and detached.		
17. Feel if the tempo is fast or slow by responding to the pulse.		
18. Recognise differences in dynamics as loud or soft.		
<u>Reflecting and Evaluating</u>		
19. Comment on your own performances and compositions.		
20. Describe music and sounds in simple terms.		
21. Talk about how the music makes you feel and why.		

End of Year 1 Summative Assessment by Teacher

Achievement			Effort
Working towards age related expectations.	Working at age related expectations.	Working above age related expectations.	

Being A Musician at Marshbrook

Being A Year 2 Musician

Learning Objectives:	Pupil self-assessment	
<u>Performing</u>		
1. Perform a simple melody using your voice and/or instruments.		
2. Perform with a strong sense of pulse.		
3. Start to understand the difference between pulse and rhythm.		
4. Perform, demonstrating use of dynamics, pitch and tempo.		
5. Sing clearly and in tune.		
6. Sing/chant with the class and with a simple second part.		
7. In a group, keep up an ostinato/drone with voice or instruments.		
8. Use simple notes, signs or symbols.		
9. Recognise visual signs for start, stop, mime actions, sing in your head.		
<u>Composing and Improvising</u>		
10. Use simple pitch and rhythm patterns to develop a short piece of music.		
11. Make up a rhythm/sound over a given number of beats.		
12. Begin to recognise how music will fit a topic/theme.		
13. Experiment with different timbres to create effects.		
14. Recognise and begin to use contrasts in dynamics, tempo or pitch.		
15. Notate a composition using simple notes, signs or symbols.		
16. Understand that music can be notated in different ways.		
<u>Aural Awareness</u>		
17. Begin to recognise the sounds of different instruments (timbre) and how sounds are made.		
18. Sing and recognise simple melodic shapes and patterns.		
19. Take a lead in activities that involve imitation or call and response.		
20. Be aware of pulse, duration, pitch, tempo, dynamics and articulations.		
<u>21. Reflecting and Evaluating</u>		
22. Talk about own and peers' work and suggest improvements.		
23. Begin to recognise how composers use changes in dynamics, pitch and tempo for effect.		

End of Year 2 Summative Assessment by Teacher

Achievement			Effort
Working towards age related expectations.	Working at age related expectations.	Working above age related expectations.	

Being A Musician at Marshbrook

Being A Year 3 Musician

Learning Objectives:	Pupil self-assessment	
<u>Performing</u>		
1. Play a simple melody with technical control of the instrument/voice.		
2. Perform, showing changes in dynamics, pitch, tempo and articulation.		
3. Demonstrate the difference between pulse and rhythm		
4. Clap or tap a pulse whilst speaking or playing a song or tune.		
5. Understand and respond to cues for starting and stopping.		
6. Can direct others to start and stop using gestures.		
7. Maintain a second part in a vocal or instrumental piece (e.g. rounds).		
8. Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.		
<u>Composing and Improvising</u>		
9. Make four-bar rhythms in groups, pairs or individually.		
10. Improvise with increasing confidence.		
11. Contribute to a group composition which has a definite start, performance and finish and playing own part.		
12. Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.		
13. Adds pitch names to rhythmic notation to make melodies.		
14. Understand how changes in pitch can be shown on a graphic score.		
15. Understand graphic scores and how more than one sound can play at a time to create texture.		
16. Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve		
<u>Aural Awareness</u>		
17. Describe how sounds are made on different instruments.		
18. Sing and short melodic shapes and rhythmic patterns from memory.		
19. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.		
20. Recognise different metres (e.g. 3 time and 4 time).		
<u>21. Reflecting and Evaluating</u>		
22. Make constructive comments on own and others' music to develop compositions and performances.		
23. Make simple connections and comparisons with music being listened to and own compositions and performances.		

Being A Musician at Marshbrook

24. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.		
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End of Year 3 Summative Assessment by Teacher

Achievement			Effort
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Being A Year 4 Musician

Learning Objectives:	Pupil self-assessment	
<u>Performing</u>		
Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.		
Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.		
Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.		
Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.		
Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).		
Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.		
<u>Composing and Improvising</u>		
Construct a piece with a simple structure (e.g. Binary or Ternary).		
Improvise with increasing confidence (e.g. using 2 - 3 notes).		
Can add own words to an existing tune to make a new song.		
Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.		
Add pitch names to rhythmic notation to make more complex melodies		
Begin to show an awareness of how changes in pitch can be shown on a stave.		

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Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.		
<u>Aural Awareness</u>		
Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.		
Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.		
Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations.		
Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).		
Recognise different metres (e.g. 2, 3 or 4 time)		
<u>Reflecting and Evaluating</u>		
Make constructive comments on own and others' music to develop compositions and performances.		
Make simple connections and comparisons with music being listened to and own compositions and performances.		
Identify how composers use the inter-related dimensions of music to create effects and mood.		
Ask questions about music in other cultures and traditions		

End of Year 4 Summative Assessment by Teacher

Achievement			Effort
Working towards age related expectations.	Working at age related expectations.	Working above age related expectations.	