

	Step 1	Step 2	Step 3	Step 4
<b>Singing and playing (with technical accuracy, expression and control)</b>	<p>□□□ 1a<sup>1</sup> I can say what I like about singing and playing music</p> <p>□□□ 1b When I sing, I keep quite well in tune on easy songs<sup>1</sup></p> <p>□□□ 1d I can keep a steady pulse quite accurately when I am tapping, clapping, marching and playing</p>	<p>□□□ 2a I can say what I like about making music - playing, changing and combining sounds</p> <p>□□□ 2b I sing in tune<sup>1</sup> and I can <i>pitch small intervals accurately</i>.</p> <p>□□□ 2c Join in and stop as appropriate.</p> <p>□□□ 2d1 When I sing and play instruments I show a good sense of pulse and rhythm.</p> <p>□□□ 2d2 I can show (by movement, playing, singing) that I know the difference between pulse and rhythm.</p>	<p>□□□ 3a I can use my voice, instruments, sounds and technology in creative ways.</p> <p>□□□ 3b I sing with clear diction and mostly accurate tuning (within a suitable vocal range). I control of breathing sing with an appropriate tone.</p> <p>□□□ 3c I can stick to my own part (e.g. rhythm, ostinato, drone, simple part singing etc.) when playing or singing in a small group.</p> <p>□□□ 3d I sing and play confidently and fluently, <i>showing a good level of control and expression</i> and maintaining an appropriate pulse</p> <p>□□□ 3e I think about my posture when playing and singing</p>	<p>□□□ 4a I am creative when I experiment with voice, sounds, technology and instruments</p> <p>□□□ 4b I <i>play and sing with a consistent and appropriate tone, accurate tuning and good breath control. My singing and playing shows that I have a sense of the style of the music</i></p> <p>□□□ 4c I maintain my own part well when singing or playing in a group performance or rehearsal.</p> <p>□□□ 4d I can maintain a strong sense of pulse and I know when I am (or someone else is) going out of time.</p> <p>□□□ 4e I maintain good posture when playing or singing</p>
<b>Exploring sounds; creating and composing music</b>	<p>□□□ 1f1 I can talk about how I can change sounds and <i>make different sounds for music e.g. to suggest different soundscapes and moods</i>.</p> <p>□□□ 1f2 I can make changes in timbre, tempo <i>fast and slow</i>, pitch <i>high and low</i> and dynamics <i>loud and quiet</i> when singing and playing instruments. I notice these kinds of changes in music.</p> <p>□□□ 1g I can make music by <i>choosing sounds and deciding a good order for them to create the mood or effect I want</i></p> <p>□□□ 1h I can name some instruments when I hear them being played (e.g. identifying the sound of a triangle with eyes shut)</p>	<p>□□□ 2f1 I try out different ways of making sounds with my voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).</p> <p>□□□ 2f2 By my singing and playing as well as my explanations, I show that I understand and can use some basic musical features including: getting louder, softer, higher, lower, faster, slower; I can describe the quality of sounds and how they are made and combined etc.</p> <p>□□□ 2g I can repeat simple rhythms and melodies. I can change and extend ones I hear and make up my own.</p> <p>□□□ 2h I can name common instruments.</p>	<p>□□□ 3f I can explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure</p> <p>□□□ 3g1 I can make up music by organising musical ideas into simple structures which match my task (the context and purpose).</p> <p>□□□ 3g2 I can create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>□□□ 3i I can talk about my composition ideas and give some reasons why I chose to use some musical ideas and rejected others.</p>	<p>□□□ 4f When I learn about new techniques in music I explore and experiment with them</p> <p>□□□ 4g1 I use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. I can discuss the choices I have made.</p> <p>□□□ 4g2 I can create <i>effective and coherent improvisations, arrangements, accompaniments and patterns (including ostinato, drones, pentatonic melodies etc)</i> which show that I have an understanding of structure in music</p> <p>□□□ 4i I work well in a group and show respect for other children by listening to their ideas and suggestions, adopting or adapting these to match the task (e.g. to explore different moods, structures and purposes) as we revise, develop and refine our compositions</p>
<b>Rehearsing and performing</b>	<p>□□□ 1j When playing with a group, I share my ideas and listen to other children's ideas. I take turns fairly, e.g. passing around instruments and sharing.</p> <p>□□□ 1k I can follow and suggest simple musical instructions and actions.</p> <p>□□□ 1m I show that I am aware of the audience when performing.</p>	<p>□□□ 2j I take good notice of musical cues when singing or playing</p> <p>□□□ 2k I can follow and give simple performance directions. I show good understanding of these through my movement, singing and playing (including: dynamics and tempo, beginnings and endings, adhering to 'starts and stops' - i.e. sound and silence). I suggest and try out my own ideas.</p>	<p>□□□ 3j I can rehearse, sing and play a range of music as appropriate to the musical situation.</p> <p>□□□ 3k I can suggest, follow and lead simple performance directions.</p> <p>□□□ 3l My singing and playing shows musical quality – including technical accuracy, clear starts and ends of pieces/phrases, etc.</p> <p>□□□ 3m When working with others, I listen to and show respect for other children's work, ideas and suggestions</p>	<p>□□□ 4j I can sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>□□□ 4k My work in performance and rehearsal shows my increasing confidence, expression, skill and level of musicality and my ability to take on different roles.</p> <p>□□□ 4l I make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements</p> <p>□□□ 4m I adjust own part when working as a musician with others (e.g. being quieter / louder when appropriate)</p>
<b>Listening and responding</b>	<p>□□□ 1n I listen carefully to a variety of live and recorded music and can join in and move to it, play, sing, make signs, mime, act and draw in response</p> <p>□□□ 1o I can make movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music).</p> <p>□□□ 1p When I listen to recordings of own voice, other classroom sounds and musical instruments I can talk about them</p>	<p>□□□ 2n I listen carefully to a variety of live and recorded music with good concentration. I make good responses appropriately</p> <p>□□□ 2o I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)</p> <p>□□□ 2p I can make comments and suggestions about my own and other children's work in music</p>	<p>□□□ 3n I listen carefully to live and recorded music from widening range of influences</p> <p>□□□ 3o I can communicate my ideas, thoughts and feelings through simple musical demonstration (e.g. playing or singing), language, movement and other art forms, giving some reasons for my responses.</p> <p>□□□ 3p I make sensible comments about own and others' work, suggesting ways to improve it. I accept feedback and suggestions from others about my performances.</p>	<p>□□□ 4n I listen carefully to and can evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p> <p>□□□ 4o I notice details about different aspects of music I hear and can communicate my thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>□□□ 4p1 I can give my opinions about my own and others' music sensibly and justify these well.</p> <p>□□□ 4p2 I can pick out strengths and weaknesses in my own and other's work. I can make specific comments and justify these well.</p>
<b>Using symbols and notation</b>	<p>□□□ 1r I can suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear).</p>	<p>□□□ 2q I can recognise rhythmic patterns found in speech, e.g. saying /chanting names, counting syllables in names etc.</p> <p>□□□ 2r I can use graphic notations which include signs to show the pitch I should sing or play.</p>	<p>□□□ 3q I can match short rhythmic patterns I hear (such as the rhythm of short verbal phrases) to music symbols</p> <p>□□□ 3r As well as using invented symbols, I can use some symbols from standard Western notation (including rhythms e.g. crotchets, quavers and basic changes in pitch<sup>1</sup>). I can match symbols to patterns I hear and I can read the notation to clap, play and sing.</p>	<p>□□□ 4q I can read and write down short rhythmic patterns using standard and invented notation</p> <p>□□□ 4r I can follow and use standard western and other notations when I am singing and playing short passages of music</p>

<sup>1</sup> within a limited pitch range

I have heard or played these instruments this year:

instrument	heard	played
African Drum		
Bongos		
Cabasa		
Castanets		
Claves		
Cow Bells		
Cymbal		
Glockenspiel		
Guiro		
Indian Bells		
Jingle Bells		
Jingle Stick		
Maracas		
Rainstick		
Recorder		
Snare Drum		
Tambour		
Tambourine		
Triangle		
Woodblock		
Xylophone		

Types (genres) of music I have listened to, played or composed this year:

- African
  - Asian
  - Blues
  - Caribbean
  - Choral
  - Classical
  - Dance Music
  - Electronic
  - Folk
  - Jazz
  - Latin
  - Opera
  - Pop/Indie/ Hip Hop/Rap/ R&B/Soul/Rock
  - Reggie
  - Rock
  - World Music
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Name: \_\_\_\_\_

# Music

## Progress and Target Sheet

## Teachers' notes

The Progress and Target Sheet for Music (above) is a sheet I have created to use with my class and music groups to help them understand how they may make progress in music, recognise their achievements and, with my help, record that progress and achievement. It gives me something to refer to when I have discussing the purposes and aims/objectives of an activity and sequence of learning, it suggests opportunities for differentiation for me as a teacher and opportunities for the pupils to challenge themselves.

The statements in regular font have been developed from the example criterion statements published in the ISM document *The National Curriculum for Music: An assessment and progression framework* by Dr Alison Daubney (University of Sussex) and Professor Martin Fautley (Birmingham City University). Statements in italics have been adapted from the DRAFT version of this document. For the purposes of being able to make rounded assessments of pupils' achievements in music in my class, I felt that progression routes in different aspects of music were made more apparent by including some additional statements to those adopted in the final ISM publication.

The example criterion statements are © Incorporated Society of Musicians, Dr Alison Daubney and Professor Martin Fautley. The document is published here: [The National Curriculum for Music: An assessment and progression framework](http://www.ism.org/images/uploads/files/The_National_Curriculum_for_Music-v3.pdf) . The URL (as of August 2015) is: [http://www.ism.org/images/uploads/files/The\\_National\\_Curriculum\\_for\\_Music-v3.pdf](http://www.ism.org/images/uploads/files/The_National_Curriculum_for_Music-v3.pdf).

The organisation of the Progress and Target Sheet has retained the ISM framework's four columns representing progression from left to right. The rows (and the sub-themes indicated by superscript numbers) represent different aspects in which pupils may make progress musically. The columns are not identified by levels and I expect few pupils, if any, to be working exclusively to make progress within any one column. For each of the statements, there are three boxes. How the teacher and pupils use these is at the discretion of the teacher. He or she will use them in the way most helpful to promote learning and assessment for learning. (The ISM document suggests "Many schools will want to adopt a 3-point scale, based on 'not yet able to', 'able to' and 'confidently'. This three point scale is sometimes labelled as 'working towards', working at' and 'working beyond', other such scales also exist, and your school may have its own.")

The rephrased statements in the Pupil Progress and Target Sheet and the document structure are offered under a Creative Commons Attribution-NonCommercial ShareAlike 4.0 International Licence.

G. D. J. Jennings