


Knowing More. Remembering More. Applying More!
 Assessment in Foundation Subjects - Music (Year 3)

Teachers to assess how well children have learned the required knowledge at the end of each term.


Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	<u>Autumn Term</u> Read, Write, Hear Playing and Exploring <u>Reading and Composing Music</u>	<u>Spring Term</u> Singing and Performing <u>Big Sing</u>	<u>Summer Term</u> Listening and Appraising <u>World Music: Reggae</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> How to read rhythms To write and play a rhythm in a 4 bar phrase To use dynamics (volume) and tempo (speed) when playing a rhythm 	<ul style="list-style-type: none"> Telling a story through singing Singing in a round Reading dynamics when singing Different types of pop music 	<ul style="list-style-type: none"> Reggae is from Jamaica Compare Reggae to UK pop music <ul style="list-style-type: none"> - reggae uses steel drums - reggae has a back beat - reggae has a slow beat (a 'chilled speed') To perform a reggae rhythm and song
Genre / Composer / Piece of music	Frere Jaques	1. 2. 3. 4. 5. 6.	Don't Worry Be Happy by Bob Marley 
Key vocabulary	Rhythm: beat Conductor: person who leads the music Ostinato: repeated rhythm Notes: Crotchet Minim Semibreve Quaver Dynamics: Forte (loud) Piano (quiet) Allegro (fast) Moderato (medium) Largo (slow)	Melody : the tune Rehearsal : a practice Ensemble : singing together Gesture : actions Facial expression Texture : together or separately	Back beat : strong 2 nd and 4 th beat Jamaica Reggae instruments: steel drums UK pop instruments: vocals, drums, guitar, keyboard

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Assessment in Foundation Subjects - Music (Year 4)

Teachers to assess how well children have learned the required knowledge at the end of each term.

Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	<u>Autumn Term</u> Read, Write, Hear Playing and Exploring	<u>Spring Term</u> Singing and Performing	<u>Summer Term</u> Listening and Appraising																				
	<u>Soundscapes and the elements</u>	<u>Big Sing</u>	<u>Descriptive Music: The Planets Suite</u>																				
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> The 5 elements of a piece of music To write and play a 4 bar phrase with the 5 elements To play a soundscape - using sounds to describe a place, thing or time The four main families of instruments 	<ul style="list-style-type: none"> Telling a story through singing Singing in a round Reading dynamics when singing Different types of pop music 	<ul style="list-style-type: none"> The musical features of each piece of music from The Planets Suite Know how the music describes the theme or topic To recognise instruments of the orchestra 																				
Genre / Composer / Piece of music	Jurassic Park by John Williams Harry Potter by John Williams Peter and the Wolf by Prokofiev	1. 2. 3. 4. 5. 6.	The Planets by Gustav Holst Mercury - Winged Messenger Venus - Bringer of Peace Mars - Bringer of War Jupiter - Bringer of Jollity Saturn - Bringer of Old Age 																				
Key vocabulary	<p>Elements:</p> <ol style="list-style-type: none"> Dynamics: volume Tempo: speed Structure: the order things are played in Texture: playing together or separately Instrumentation: instruments used <p>Instruments: Strings, Brass, Woodwind, Percussion, Trumpet, Clarinet, Violin, Xylophone</p> <p>Notes: semibreve, minim, crotchet, quaver</p>	<p>Blending : making our voices sound like one big voice</p> <p>Gesture : actions</p> <p>Thick texture : lots of instruments playing together</p> <p>Thin texture : a few instruments playing together</p>	<p>Piano, Mezzo Piano Forte, Mezzo Forte</p> <table border="1"> <thead> <tr> <th>Strings</th> <th>Woodwind</th> <th>Brass</th> <th>Percussion</th> </tr> </thead> <tbody> <tr> <td>Violin</td> <td>Flute</td> <td>Trumpet</td> <td>Xylophone</td> </tr> <tr> <td>Viola</td> <td>Oboe</td> <td>French Horn</td> <td>Tambourine</td> </tr> <tr> <td>Cello</td> <td>Clarinet</td> <td>Trombone</td> <td>Cymbals</td> </tr> <tr> <td>Double Bass</td> <td>Bassoon</td> <td>Tuba</td> <td>Timpani</td> </tr> </tbody> </table>	Strings	Woodwind	Brass	Percussion	Violin	Flute	Trumpet	Xylophone	Viola	Oboe	French Horn	Tambourine	Cello	Clarinet	Trombone	Cymbals	Double Bass	Bassoon	Tuba	Timpani
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 Assessment in Foundation Subjects - Music (Year 5)

Teachers to assess how well children have learned the required knowledge at the end of each term.

Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**



Knowing More. Remembering More. Applying More!
Assessment in Foundation Subjects - Music (Year 6)

Teachers to assess how well children have learned the required knowledge at the end of each term.

Working Towards (WTS) **Expected (EXS)** **Greater Depth (GDS)**

	<u>Autumn Term</u> Read, Write, Hear Playing and Exploring <u>Working with sounds</u>	<u>Spring Term</u> Singing and Performing <u>Big Sing</u>	<u>Summer Term</u> Listening and Appraising <u>Music Through Time</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> To follow a melody in the treble clef To compose a piece of descriptive music The elements of music: DR SMITH How to use different sounds for descriptive music 	<ul style="list-style-type: none"> Telling a story through singing Singing in a round Reading dynamics when singing Different types of pop music 	<ul style="list-style-type: none"> To compare eras of music with modern: Renaissance: 1400 - 1600 Baroque: 1600 - 1750 Classical: 1750 - 1825 Romantic: 1825 - 1900 20th Century: 1900 - 2000
Genre / Composer / Piece of music	Danse Macabre by Camille Saint-Saëns Mars - God of War by Gustav Holst	1. 2. 3. 4. 5. 6.	Renaissance: Greensleeves by Henry VIII Baroque: Tocatta & Fugue by Bach Classical: Twinkle Twinkle Little Star by Mozart Romantic: In The Hall Of The Mountain King by Grieg 20th Century: The Entertainer by Scott Joplin
Key vocabulary	DR SMITH: Dynamics (volume) Rhythm (beat) Structure (layers of music) Melody (tune) Instrumentation (which ones?) Texture (together/separately) Harmony (different key) Instruments: Woodwind, percussion, brass, strings	Articulation : how music is played Legato: played smoothly Staccato: played separately, bouncy Twang: making the music sound bright and words sound louder than normal	Venue: A play where music is performed and watched. Phrasing: The shapes and sequences of notes.