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| **Year 3 Disciplinary Knowledge –** Disciplinary knowledge includes vocabulary, grammar, and phonics, while procedural knowledge is captured through listening, speaking, reading, and writing. Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously | | | |
| **YEAR 1 UNIT YEAR 2 UNIT** | **WTS** | **EXS** | **GDS** |
| Notation is read from left to right. |  | Rest of class |  |
| Pictorial representations of rhythm show sounds and rests. |  | Rest of class |  |
| That sound can help tell a story. |  | Rest of class |  |
| That an instrument or voice can be played at different speeds. |  | Rest of class |  |
| That pulse can be fast and slow. |  | Rest of class |  |
| Sounds within music can be described as high or low sounds and the meaning of these terms. |  | Rest of class |  |
| In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. |  | Rest of class |  |
| Sections of music can be described as fast or slow and the meaning of these terms. |  | Rest of class |  |
| Sections of music can be described as loud, quiet or silent and the meaning of these terms. |  | Rest of class |  |
| Sounds within music can be described as high or low sounds and the meaning of these terms. |  | Rest of class |  |
| Recognise and name up to three instruments from Group A and B |  | Rest of class |  |
| Sections of music can be described as fast or slow and the meaning of these terms. |  | Rest of class |  |
| Sections of music can be described as loud, quiet or silent and the meaning of these terms. |  | Rest of class |  |
| Sounds within music can be described as high or low sounds and the meaning of these terms. |  | Rest of class |  |
| Notation is read from left to right. |  | Rest of class |  |
| In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. |  | Rest of class |  |
| Sounds within music can be described as high or low sounds and the meaning of these terms. |  | Rest of class |  |

A logo for a school

Description automatically generated

**Music Assessment and Tracking**

**Mixed Year 1/2 Overview 24/25**

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| **Keeping the pulse** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Clap the rhythm of their name in time to the pulse. |  | Rest of class |  |
| Sway or tap in time to the pulse. |  | Rest of class |  |
| Sing a rhythm in time with the pulse. |  | Rest of class |  |
| Copy rhythms based on word patterns using an instrument. |  | Rest of class |  |
| Keep the pulse while playing a rhythm on an instrument. |  | Rest of class |  |
| Follow instructions during a performance. |  | Rest of class |  |

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| **Tempo** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Demonstrate slow and fast with their bodies and voices. |  | Rest of class |  |
| Demonstrate slow and fast beats while saying a rhyme and using an instrument. |  | Rest of class |  |
| Perform a song using a singing voice. |  | Rest of class |  |
| Perform with an instrument. |  | Rest of class |  |
| Observe others and move, speak, sing and play appropriately. |  | Rest of class |  |
| Sing in time from memory, with some accuracy. |  | Rest of class |  |
| Keep a steady pulse. |  | Rest of class |  |
| Move, speak, sing and play demonstrating slow and fast beats. |  | Rest of class |  |

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| **Pitch** | | | |
| Move and sing as a team, following the lyrics on the screen. | **WTS** | **EXS** | **GDS** |
| Recognise minims, crotchets and quavers often by ear and reliably by sight. |  | Rest of class |  |
| Perform rhythms accurately from notation and layer them to create a composition. |  | Rest of class |  |
| Add appropriate sound effects to their performances using untuned percussion. |  | Rest of class |  |
| Join in with the performances confidently, and reasonably in time and tune. |  | Rest of class |  |
| Make suggestions for improving their performance. |  | Rest of class |  |
| Identify high and low notes. |  | Rest of class |  |
| Perform high and low notes. |  | Rest of class |  |
| Create and perform a two-note and three-note pattern. |  | Rest of class |  |
| Identify and perform changes in tempo. |  | Rest of class |  |
| Contribute musical ideas and cooperate within a group. |  | Rest of class |  |

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| **Instruments** | | | |
| Identify sections of the music where the tempo changes. | **WTS** | **EXS** | **GDS** |
| Correctly describe sections of music as fast or slow. |  | Rest of class |  |
| Point out moments in the music where the dynamics change. |  | Rest of class |  |
| Accurately describe dynamic changes as soft or loud. |  | Rest of class |  |
| Give specific examples of how the music corresponds to actions in the story. |  | Rest of class |  |
| Provide clear and specific examples of how music supports the story. |  | Rest of class |  |
| Justify tempo and dynamic choices made to represent a character, event or feeling. |  | Rest of class |  |
| Suggest appropriate musical dynamics and tempo changes for different scenes of the story. |  | Rest of class |  |
| Work as part of a group to rehearse a performance. |  | Rest of class |  |
| Perform confidently using appropriate instrumental sounds. |  | Rest of class |  |
| Play their part at appropriate tempo and dynamics. |  | Rest of class |  |

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| **Singing (Theme: On this island)** | | | |
| Breathe after each phrase in a song when singing. | **WTS** | **EXS** | **GDS** |
| Sing a song from memory. |  | Rest of class |  |
| Use different pitches while singing (high and low notes). |  | Rest of class |  |
| Sing lyrics accurately. |  | Rest of class |  |
| Perform actions that match lyrics. |  | Rest of class |  |
| Collaborate and communicate within a group. |  | Rest of class |  |
| Use sounds creatively to represent a chosen environment. |  | Rest of class |  |
| Perform a composition. |  | Rest of class |  |
| Apply pitch and dynamics to enhance a composition. |  | Rest of class |  |
| Read notation from left to right. |  | Rest of class |  |

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| **Traditional instruments & improvisation** | | | |
| Move their eyes from left to right to read pitch patterns. | **WTS** | **EXS** | **GDS** |
| Sing high and low notes including the notes in between. |  | Rest of class |  |
| Play a pattern of high and low notes on an instrument. |  | Rest of class |  |
| Read notation from left to right. |  | Rest of class |  |
| Draw high and low sounds using dots at the top and bottom of a page, respectively. |  | Rest of class |  |
| Recognise when notes stay the same. |  | Rest of class |  |
| Recognise missing notes on a stave. |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**

**4)**

**5)**

**6)**