



## Summative Assessment of Music

[OBJ]

<b>Foundation 1</b>	
Expected	<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"><li>• Sings a few familiar songs.</li><li>• Beginning to move rhythmically.</li><li>• Imitates movement in response to music.</li><li>• Taps out simple repeated rhythms.</li><li>• Explores and learns how sounds can be changed</li></ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"><li>• Developing preferences for forms of expression.</li><li>• Uses movement to express feelings.</li><li>• Creates movement in response to music.</li><li>• Sings to self and makes up simple songs.</li><li>• Makes up rhythms.</li><li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li></ul>
<b>Foundation 2</b>	
Expected	<ul style="list-style-type: none"><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate.</li><li>• Try to move in time with music.</li><li>• Children sing songs</li><li>• Make music and dance and experiment with ways of changing them.</li><li>• They represent their own ideas, thoughts and feelings through design and technology, art, <b>music</b>, dance, role play and stories.</li></ul>

<b>Year 1</b>	
Expected	<ul style="list-style-type: none"> <li>• Most children should know that music has a steady pulse, like a heartbeat.</li> <li>• Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Others will create their own rhythms.</li> </ul>
<b>Year 2</b>	
Expected	<ul style="list-style-type: none"> <li>• Most children should know that music has a steady pulse.</li> <li>• Some children will know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Some will know that rhythms are different from the pulse.</li> <li>• Some will know that we add high and low sounds, pitch, when we sing and play our instruments.</li> <li>• Others will create their own rhythms.</li> </ul>
<b>Year 3</b>	
Expected	<ul style="list-style-type: none"> <li>• Most children should know the difference between pulse and rhythm.</li> <li>• Others will know how pulse, rhythm and pitch work together to create a song.</li> </ul>
<b>Year 4</b>	
Expected	<ul style="list-style-type: none"> <li>• Most children will know the difference between pulse and rhythm and be able to keep the internal pulse.</li> <li>• Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>
<b>Year 5</b>	
Expected	<ul style="list-style-type: none"> <li>• Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</li> <li>• Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>
<b>Year 6</b>	
Expected	<ul style="list-style-type: none"> <li>• Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</li> <li>• Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>