



Selside Endowed CE School

Music Assessment & Vocabulary Progression

Milestone 1	Charanga Scheme of work	Threshold Concepts (Learning Indicators)	Basic	Advancing	Deep
Perform		Take part in singing, accurately following the melody Follow instructions on how and when to sing or play an instrument. Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.	With encouragement, a basic melody is followed. With support from a teacher, instructions of when to play an instrument are followed During structured activities, long and short, high and low sounds are created and combined using voice and instruments There is some awareness of how to alter pitch	Generally, a basic melody is followed accurately Instructions of when to play an instrument are generally followed correctly There is some experimentation with combining long and short, high and low sounds with voice and instruments There are some good examples of imitating changes in pitch	Basic melodies are followed accurately. Instructions of when to play an instrument are well understood and followed There is very effective combinations of long and short, high and low sounds using voice and instruments Pitch changes are imitated effectively
Compose		Create short, musical patterns	During structured activities, short musical patterns are created.	There are some good examples of creating short musical patterns	Well-thought out short musical patterns are created.
Transcribe		Use symbols to represent a composition and use them to help with a performance.	With support, symbols are used to represent a composition and aid its performance.	Symbols are chosen from suggestions to represent a composition and aid its performance	Symbols are devised from suggestions to represent a composition and aid its performance
Describe		Identify the beat of a tune Recognise changes in timbre, dynamics and pitch.	In structured activities, music can be described in terms of its beat In structured activities, the terms timbre, dynamics and pitch are used.	Generally music is described well in terms of its beat. Generally, the terms timbre, dynamics and pitch are beginning to be used appropriately	Musical terminology is becoming increasingly understood and, where appropriate, the term beat is used to describe music There is a good understanding of the terms timbre, dynamics and pitch and they are used appropriately to describe music.

Milestone 2	Charanga - Scheme of work	Threshold Concepts (Learning Indicators)	Basic	Advancing	Deep
Perform		Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group	There are some good examples of singing from memory with accurate pitch and tune There are some good examples of holding a simple part within a group	Generally, singing from memory in familiar situations is done with accurate pitch and tune. Generally, a simple part is held well within a group.	In a wide variety of differing situations, singing from memory is done with accurate pitch and tune. Simple parts are held very well within a group.
Compose		Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.	There are some good examples of interesting compositions that are performed well.	Generally, compositions show a good level of decision-making in choosing elements to combine. They are performed well.	Compositions and their very good performance contain well thought out combinations of elements, which are explained well.
Transcribe		Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning.	There are some good examples of devising symbols that indicate when to play and rest. With support, some standard musical notation is used.	Symbols are devised that indicate when to play and rest. Generally, there is a growing recognition, description and use of some standard notation	A series of well-thought out symbols is devised and used well to indicate when to play, rest and change other factors such as the loudness.
Describe		Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	There are some good examples of descriptions of pieces that use a range of musical language.	Generally, descriptions of pieces contain a wide range of musical language that is usually used appropriately	There is a good recognition, good description and use of a range of standard notation. Descriptions of pieces of music from a wide variety of contexts contain well-judged comments that show a very good understanding of musical language.

Milestone 3	Charanga - Scheme of work	Threshold Concepts (Learning Indicators)	Basic	Advancing	Deep
Perform		Sing or play expressively, with control and in tune from memory Hold a part within a round or a harmony	There are some good examples of following an example to play expressively and in tune. There are some good examples of following examples to hold a part in a round or a harmony	Decisions on how to express a piece are developing and tuning is generally accurate. Good control is developing in holding a part within a round or a harmony	Excellent performances show well-judged decisions on how to express a piece, and accurate tuning. Excellent control is evident when holding a part within a round or a harmony
Compose		Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords	There are some good examples of adapting models to create songs. There are some good examples of adaptation of some elements of pieces to create new ones.	There is a growing confidence in and ability to create well-structured songs. There is a growing confidence in and ability to create pieces that combine a variety of musical devices	Well-structured, melodic and interesting songs are created for a number of purposes. Well-structured pieces that combine a variety of musical devices are developed in a wide range of contexts.
Transcribe		Read and use some standard musical notation, including simple time signatures, to play and to transcribe music	There are some good examples of the use of standard musical notation to play and transcribe music	There is a growing ability to use standard musical notation to play and transcribe music.	Simple pieces are played from and transcribed by standard notation with some fluency.
Describe		Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning	There are some good examples of descriptions of music that use a wide range of musical language. There are some good responses to questions about the significance of lyrics	There are good examples of increasingly appropriate choices in musical language to describe music. There are some good suggestions as to the significance of lyrics.	Well-chosen musical language is used to describe pieces from a wide range of contexts. There are some insightful and well-reasoned suggestions as to the significance of lyrics

