

**Assessment overview - Unit 4 - Pitch**

EYFS	I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can sing broadly in tune with a limited pitch range	I can create music, and suggest symbols to represent sounds	I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments	
Year 1	I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.	Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work	
Year 2	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate	I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.	
Year 3	I can sing fluently.	I can begin to create simple rhythmic patterns, melodies, and accompaniments	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range	I can offer comments about my own and others' work and accept suggestions from others	
Year 4	I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range.	I can create simple rhythmic patterns, melodies, and accompaniments	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.	Share opinions about own and others' music and be willing to justify these.
Year 5	I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	I can begin to create music which demonstrates understanding of basic structure and discuss the choices made	I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.	I can critique own and others' work, offering specific comments and justifying these.

Year 6	I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal	I can create music which demonstrates understanding of structure and discuss the choices made	I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music	I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.	I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary
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