

Music Assessment Ladders

Cycle A

EYFS

EYFS Autumn Term

I know:

A selection of songs, actions involving actions and counting e.g. 5 little speckled frogs/ 5 currant buns/ 5 green bottles; days of the week/ alphabet song etc

What the word 'tempo' means

I can:

Recognise the following instruments: guitar, keyboard/piano, drum, chime bar, trumpet, violin, flute and maraca

Recognise hand signals in songs

Respond to musical games e.g. musical statues

Begin to recognise the sounds of different instruments from hearing them alone

Accompany the counting games with instruments

Change the tempo of a song I am singing

Make different types of sounds using different objects

EYFS Spring Term

I know:

The names of the instruments I have seen this term

What the terms 'tempo' and 'dynamics' mean

What a conductor does

I can:

Recognise the following instruments: guitar (recap), drum (recap), tambourine, claves, triangle, cymbal, piano (recap) and glockenspiel

Explore how to play instruments in different ways

Create a simple pattern using one instrument e.g. tap, tap, scrape, tap etc

Make simple marks to represent the sounds I make

Learn songs about animals e.g. down in the jungle/the animal fayre/ little peter rabbit/ old Macdonald etc

EYFS Summer Term

I know:

The names of the following instruments: trumpet, trombone, saxophone, violin, flute and drum		
I know the meaning of the word 'dynamics'		
I can:		
Recognise the following instruments: trumpet, trombone, saxophone, violin, flute and drum		
Put my hands on my head when I hear a sound effect in a song		
Sing with correct timing in a song		
Accompany the song with claps and percussion matching the timing of the words		
Compare the speeds of songs and clapping		
Change the dynamics of a song whilst singing or playing an instrument		
Conduct singers/players to sing/play louder or quieter		