Music Assessment Ladders

Cycle A

LKS2

LKS2 Autumn Unit – Music to accompany film		
I know:		
The meaning of the words 'texture' and 'timbre'		
How to copy, answer and improvise using up to 3 different notes		
How a song makes me feel		
How long ago different types of music were first popular		
I can:		
Sing in unison and in simple two-parts		
Perform and evaluate to an audience		
Play differentiated parts on a tuned instrument from memory or using notation		
Create at a simple melody using up to 5 different notes		
Record my notes (composition) in any way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Y4)		
To think about what the words of a song mean. (Y4)		

LKS2 Spring Unit – Music inspired by extreme Earth		
I know:		
The meaning of the words 'texture' and 'dynamics'		
That music can make me think of an image		
How to copy, answer and improvise using up to 3 different notes		
How a song makes me feel		
How long ago different types of music were first popular		
I can:		
Sing in unison and in simple two-parts		
Perform and evaluate to an audience		
Play differentiated parts on a tuned instrument from memory or using notation		

Create at a simple melody using up to 5 different notes		
Record my notes (composition) in any way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Y4)		
To think about what the words of a song mean. (Y4)		

LKS2 Summer Unit – Music for the rainforest

## I know:		
The meaning of the words 'pulse', 'timbre' and 'dynamics'		
How to copy, answer and improvise using up to 3 different notes		
How a song makes me feel		
How long ago different types of music were first popular		
I can:		
Create music that makes my audience think of a picture		
Sing in unison and in simple two-parts		
Perform and evaluate to an audience		
Play differentiated parts on a tuned instrument from memory or using notation		
Create at a simple melody using up to 5 different notes		
Record my notes (composition) in any way that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). (Y4)		
To think about what the words of a song mean. (Y4)		