

Music Assessment – Year 2

National Curriculum	Progression of Skills	WTS	GDS	Comments
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Singing: Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood.			GDS: sing or chant with expression, representative of song or rhyme.
	Use simple vocal patterns as accompaniments.			GDS: sing call and response song with vocal accuracy with pitch
Play tuned and untuned instruments musically	Playing: Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments.			
	Begin to play with musical intent.			WTS: choose and play instrument with reasoning
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Rehearsing and performing: Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.			WTS: experiment with combining sounds, voice and instrument.
	Notating: Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.			WTS: use basic symbols to create graphic notation that they can read back and perform. GDS: use a wide variety of symbols and create more complex graphic notation, which can be performed and repeated.

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Listen with concentration and understanding to a range of high-quality live and recorded music	Listening and responding: Respond to, identify, and distinguish between sounds and music in different contexts.			
	Begin to consider how music illustrates the composer’s ideas.			
	Describing and discussing: Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel.			WTS: identify how different pieces of music make you feel.
	Use key words relating to the dimensions			GDS- name some the musical dimensions and give example: Rhythm, Melody, Harmony, Timbre, Dynamics, Texture, and Form.