

Landgate Assessment- Progression Map



Music				
Engagement Model Links				
	EM.1 Minimal level/emerging	EM.2 Partly sustained	EM.3 Mostly sustained	STAGE 6.0 Fully sustained
Exploration	<p>I can show curiosity and a desire to explore, learn and make connections with activities, e.g. putting hands on musical instruments.</p> <p>I can actively explore objects and activities for extended periods of time.</p> <p>I can investigate and find out more about and within an activity e.g. running hands over familiar textures.</p> <p>I can explore materials systematically for longer periods of time and in a range of environments e.g. banging objects together, scrunching up paper and listening to the sound.</p>			
Anticipation	<p>I can be resistant and passive to experiences and activities unfavourable activities e.g. holding beaters, instruments that are too loud.</p> <p>I react to new activities and experiences e.g. pulling away from unfamiliar instruments.</p> <p>I can anticipate familiar and known events e.g. locating instruments/symbols at the start of a lesson.</p> <p>I can predict what will happen as a result of a previous experience, knowledge or skill.</p>			
Realisation	<p>I have an awareness and show responses through facial expressions, vocal, gestures and actions.</p> <p>I can recognise familiar events and objects e.g. grasping an instrument/scarf.</p> <p>I am aware of the cause and effect and show excitement/ surprise or even fear e.g. in a creative process.</p> <p>I remember learned responses over times e.g. hitting a glockenspiel.</p> <p>I make discoveries to repeat an action to make the same or similar effect e.g. using beaters on a variety of objects.</p>			
Initiation	<p>I can give intermittent responses to activities e.g. moving to music.</p> <p>I can communicate consistently for preferences e.g. reaching for a particular instrument/gesturing for a certain piece of music.</p> <p>I can make requests for events and activities e.g. taking someone to the instruments/IWB.</p>			

	I can respond to options and choices with my preferred communication method (actions, gestures, eye pointing, symbols, signs) e.g. wanting a particular song/instrument.	
Persistence	<p>I have periods of focused attention and concentration when prompted.</p> <p>I can perform actions, through trial and improvement e.g. making different sounds.</p> <p>I can apply solutions systematically to solve problems e.g. collecting objects of interest, displaying them and becoming more familiar with them when making sounds.</p> <p>I can refine skills through determination and refusing to give up, by actively finding out more by interactions with stimuli e.g. rubbing, banging, shaking objects.</p> <p>I can demonstrate independence in activities e.g. choose an instrument to play/choose a piece of music.</p>	
Stage	Skills	knowledge
6	<p>I can take part in simple musical performances.</p> <p>I can respond to signs given by a musical conductor.</p> <p>I can play loudly, quietly, quickly and slowly in imitation.</p> <p>I can play an instrument when prompted by a cue card.</p> <p>I can listen to, and imitate, distinctive sounds played on a particular instrument.</p>	<p>I can pick out a specific musical instrument when asked.</p> <p>I can listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.</p>
7	<p>I can respond to other pupils in music sessions.</p> <p>I can join in and take turns in songs and play instruments with others.</p> <p>I can begin to play, sing and move expressively in response to the music or the meaning of words in a song.</p> <p>I can explore the range of effects that can be made by an instrument or sound maker.</p> <p>I can copy simple rhythms and musical patterns or phrases.</p>	<p>I can play groups of sounds indicated by a simple picture or symbol-based score.</p> <p>I can begin to categorise percussion instruments by how they can be played.</p>
8	<p>I can listen to music and can describe music in simple terms.</p> <p>I can respond to prompts to play faster, slower, louder, softer.</p> <p>I can listen and contribute to sound stories, get involved in simple improvisation and make basic choices about the sound and instruments used.</p> <p>I can make simple compositions.</p>	<p>I can follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</p>

<p>9</p>	<p>I can listen carefully to music. I can create my own simple compositions, carefully selecting sounds. I can create simple graphic scores using pictures or symbols. I can make and communicate choices when performing, playing, composing, listening and appraising.</p>	<p>I can understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch. I can use a growing musical vocabulary of words, signs or symbols to describe what I play and hear.</p>
<p>10</p>	<p>I can use my voice to speak, sing and chant. I can use instruments to perform. I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. I can follow instructions about when to play and sing.</p>	
<p>11</p>	<p>I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument. I can sing or clap increasing and decreasing tempo. I can order sounds to create a beginning, middle and an end. I can create music in response to different starting points. I can choose sounds which create an effect. I can use symbols to represent sounds. I can improve my own work.</p>	<p>I can make connections between notations and musical sounds. I can listen out for particular things when listening to music.</p>
<p>12</p>	<p>I can sing a tune with expression. I can play clear notes on instruments. I can create repeated patterns with different instruments. I can compose melodies and songs.</p>	<p>I can use different elements in my composition. I can use musical words to describe a piece of music and compositions.</p>

	<p>I can create accompaniments for tunes.</p> <p>I can combine different sounds to create a specific mood or feeling.</p> <p>I can improve my work; explaining how it has been improved.</p>	<p>I can use musical words to describe what I like and do not like about a piece of music.</p> <p>I can recognise the work of at least one famous composer.</p>
13	<p>I can perform a simple part rhythmically.</p> <p>I can sing songs from memory with accurate pitch.</p> <p>I can improvise using repeated patterns.</p> <p>I can identify the character in a piece of music.</p> <p>I can identify and describe the different purposes of music.</p>	<p>I can use notation to record and interpret sequences of pitches.</p> <p>I can use notation to record compositions in a small group or on my own.</p> <p>I can explain why silence is often needed in music and explain what effect it has.</p> <p>I can begin to identify the style of work of different musicians (Beethoven, Mozart and Elgar).</p>
14	<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvement to my own work and that of others.</p> <p>I can contrast the work of a famous composer and explain my preferences.</p>	<p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can use notation to record groups of pitches (chords).</p> <p>I can use my music diary to record aspects of the composition process.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p>
15	<p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p>	<p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p>