

Downs Junior School Checklist for National Curriculum Attainment Targets in Music

Name _____ Class _____

Key:

- / Some understanding but needs lots of support
- ∟ Fair understanding but requires consolidation
- △ Good understanding and works independently and confidently

• **Level 1 - (KS1)**

1 2 3

Recognise how sounds can be made and changed.			
Use their voices in different ways.			
Repeat rhythmic and melodic patterns.			
Respond to different moods in music.			
Recognise well defined changes in sounds.			

• **Level 2 – (KS1&2)**

1 2 3

Recognise and explore how sounds can be organised.			
Sing with a sense of shape and melody.			
Perform simple accompaniment keeping a steady pulse.			
Choose and order sounds within a simple structure (beg, mid, end).			
Represent sounds with symbols.			
Recognise how musical elements can create different moods/effects.			
Improve their own work.			

• **Level 3 – (KS2)**

1 2 3

Recognise & explore how sounds can be combined & used expressively.			
Sing in tune expressively, performing with a limited range of notes.			
Improvise repeated patterns, combine layers of sound with awareness of the effect.			
Recognise how musical elements are combined and used expressively.			
Improve work by commenting on the intended effect.			

• **Level 4 – (KS2)**

1 2 3

Identify and explore relationship between sounds.			
Identify how music reflects intentions.			
Maintain own part and awareness of how other parts fit together.			
Improvise melodic and rhythmic phrases as a group.			
Compose by developing ideas with musical structures.			
Evaluate music using appropriate vocabulary.			
Suggest improvements on own and other's work.			

• **Level 5 – (KS2&3)**

1 2 3

Identify and explore musical devices.			
Perform from memory and from notations with awareness of others.			
Improvise melodies and rhythms with given structures.			
Compose for different occasions using melody, rhythms, chords and structures.			
Analyse and compare musical features.			
Evaluate how venue, occasion and purpose affects music created, performed and heard.			
Refine and improve work.			

• **Level 6 – (KS3)**

1 2 3

Identify and explore different processes and contexts of musical styles.			
Select and make expressive use of tempo, dynamics, phrasing and timbre.			
Make subtle adjustments to fit own part in a group.			
Improvise and compose in different genres and styles.			
Use relevant notations to plan, revise and refine material.			
Analyse, compare and evaluate how music reflects the context in which it is created, performed and heard.			
Make improvements to own and other's work in light of the chosen style.			