



Year R Assessment and Tracking

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to explore and respond to high and low sounds	Explore, use and respond to high and low sounds	Find, use, respond to and describe a range of different high and low sounds e.g. performed on different types of instruments
Duration	Begin to explore and respond to long and short sounds and the steady beat in music heard and performed	Explore, use and respond to long and short sounds and recognise the steady beat in music heard and performed	Find, use, respond to and describe long and short sounds and follow the steady beat in music heard and performed
Dynamics	Begin to explore and respond to loud, quiet and silence	Explore, use, respond to and recognise loud, quiet and silence	Independently choose and use loud and quiet sounds and silence for a purpose
Tempo	Begin to explore and respond to fast and slow	Explore, use, respond to and recognise fast and slow	Independently choose and use fast and slow sounds for a purpose
Timbre	Begin to explore and respond to a range of sounds and sound-makers	Explore, use and respond to a range of sounds and sound makers including vocal sounds	Independently choose and use different sounds for a purpose
Texture	Begin to explore and respond to one sound and many sounds	Explore, use and respond to one sound and many sounds	Choose and use different combinations of sounds for a purpose.
Structure	Begin to explore and respond to ideas and events in stories	Explore, use and respond to sequences of events and stories, distinguish between same and different	Independently order sounds for a purpose



Year 1 Assessment and Tracking



Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to explore, respond to and recognise high, middle and low sounds	Explore, use, respond to and recognise high, middle and low sounds	Find, use, respond to, recognise and describe a range of high, middle and low sounds
Duration	Begin to explore, respond to and recognise patterns of long and short sounds and to steady beats	Explore, use, respond to and recognise patterns of long and short sounds and to steady beats	Explore, use, respond to, recognise and describe patterns of long and short sounds and demonstrate a steady beat
Dynamics	Begin to explore, respond to, recognise and identify loud, moderate, quiet and silence	Explore, use, respond to, recognise and identify loud, moderate, quiet and silence	Recognise and describe, choose and use loud, moderate, quiet and silence
Tempo	Begin to explore, respond to, recognise and identify fast, moderate and slow	Explore, use, respond to, recognise and identify fast, moderate and slow	Recognise and describe, choose and use fast, moderate and slow
Timbre	Begin to use and identify families of school percussion instruments, their sound properties and explore how they could be played	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify different vocal sounds and explore how they could be used	Independently choose and use school percussion instruments for a purpose, describe and demonstrate their sound properties
Texture	Begin to explore, respond to and recognise solo sounds and layers of sounds	Explore, use, respond to and recognise solo sounds and layers of sounds	Recognise and describe, choose and use different solo sounds and layers of sounds and how they can be used for a purpose
Structure	Begin to explore, respond to and recognise simple structures	Explore, use, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and simple repeated patterns (ostinato)	Recognise and describe, choose and use simple structures used for a purpose



Year 2 Assessment and Tracking

Age related expectations	ARE –	ARE	ARE +
Pitch	Begin to respond to, recognise and identify higher and lower sounds and the general shape of melodies	Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	Recognise, describe and create melodic shapes including the use of steps, leaps and repeated notes
Duration	Begin to respond to, recognise and distinguish between steady beat (counted in 2s, 3s, 4s) and rhythm pattern and how they fit together	Respond to, use, recognise and distinguish between steady beat (counted in 2s, 3s, 4s) and rhythm pattern and how they fit together	Distinguish between steady beat (counted in 2s, 3s, 4s) and rhythm patterns accurately, being able to fit them together with confidence
Dynamics	Begin to respond to, recognise and identify getting louder and quieter	Respond to, use, recognise and identify getting louder and quieter	Describe, control and extend the use of getting louder and quieter
Tempo	Begin to respond to, recognise and identify getting faster and slower	Respond to, use, recognise and identify getting faster and slower	Describe, control and extend the use of getting faster and slower
Timbre	Begin to identify and choose the way sounds are made, exploring how they can be used	Identify, choose and use the way sounds are made and can be used	Independently choose sounds for a purpose, recognise, use and describe a variety of playing techniques
Texture	Experience and begin to respond to different layers	Respond to and begin to recognise and use different layers including simple accompaniments	Recognise, describe and use solo sounds and layers of sounds for a specific purpose.
Structure	Experience and respond to a range of repetition and contrast structures	Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA and repeated patterns (ostinato)	Recognise, describe and use a range of simple structures for a specific purpose