

ASSESSMENT  
IN  
PRIMARY MUSIC

## Assessment in Primary Music

Assessment is used to monitor and measure pupil progress; this then supports teachers in planning the next steps and future learning for each pupil.

Assessment systems need to be manageable and pupils cannot be assessed on every single aspect of their learning. The statements in this document summarise the key milestones of musical learning.

The statements are organised into 2 main areas:

- Acting like a musician (*Singing, Playing & Performing and Exploring & Composing*)
- Thinking like a Musician (*Transcribing and Describing*)

They show age related expectations at the end of KS1/Y2, end of LKS2/Y4 and end of UKS2/Y6. Assessment at the end of EYFS should be completed as part of the EYFS profile.

When planning music lessons, practitioners should use the Primary Skills Progression document in order to ensure a broad and balanced music curriculum.

This document supports practitioners in identifying pupils who are working below age-related expectations (ARE) and pupils who are working at ARE (in line with government guidelines). Pupils who are judged to be fulfilling the majority of Learning outcomes are assessed as working at ARE.

Practitioners can also identify pupils who are showing a greater depth of understanding and skill in music, and/or a greater interest in musical learning and then support them in finding a suitable musical pathway.

Practitioners can involve children in assessing their own progress by using the '*I can*' and '*I have*' statements.

There are two different formats for recording pupil progress and practitioners are free to use them in the way that best suits their setting. It is recommended that assessment is an ongoing process with more formal, summative assessments at the end of each term or unit of work.

Acting as a musician		Thinking as a musician	
Singing, playing and performing	Exploring and composing	Transcribing	Describing
<ul style="list-style-type: none"> <li>● I can move and perform to a steady pulse.</li> <li>● I can copy a simple rhythm using my body or an instrument.</li> <li>● I can sing 2 or 3 note melodies with mostly accurate pitch matching.</li> <li>● I have played a range of tuned and untuned instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● I have created music in response to an idea or theme, exploring the inter-related dimensions.</li> <li>● I can clap a simple rhythm for others to copy.</li> </ul>	<ul style="list-style-type: none"> <li>● I have used pictures and symbols to support my singing and playing.</li> </ul>	<ul style="list-style-type: none"> <li>● I can listen with growing concentration to a range of live and recorded music, recognising changes in dynamics and tempo.</li> <li>● I can say how a piece of music makes me feel and give a reason why.</li> </ul>

Acting as a musician		Thinking as a musician	
Singing, playing and performing	Exploring and composing	Transcribing	Describing
<ul style="list-style-type: none"> <li>• I understand the difference between pulse and rhythm.</li> <li>• I can choose and maintain an appropriate pulse.</li> <li>• I can maintain an ostinato part (repeating rhythm) on percussion instruments, keeping to the pulse.</li> <li>• I have played a simple part on a tuned instrument.</li> <li>• I can sing with expression, good diction and a growing sense of pitch.</li> <li>• I have sung canons, rounds and other partner songs.</li> </ul>	<ul style="list-style-type: none"> <li>• I have composed music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>• I can improvise and compose within given parameters <i>e.g. create a simple melody using a given range of notes or create a rhythm that lasts for 4 beats.</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can read and clap/tap a 4-beat rhythm pattern consisting of crotchets, paired quavers and crotchets rests (walk, jogging and ssh).</li> <li>• I have recorded my compositions in a variety of ways (e.g. graphic notation, shapes and symbols and musical notation.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects.</li> <li>• I have listened to different instrumental families.</li> <li>• I am beginning to use the vocabulary of the inter-related dimensions when I am talking about music.</li> </ul>

Acting as a musician		Thinking as a musician	
Singing, playing and performing	Exploring and composing	Transcribing	Describing
<ul style="list-style-type: none"> <li>● I can play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, showing an awareness of how the parts fit together.</li> <li>● I can sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2/3 parts.)</li> <li>● I have played and performed in solo/ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.</li> <li>● I can reflect on and refine my work.</li> </ul>	<ul style="list-style-type: none"> <li>● I have composed music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas.</li> <li>● I can improvise and compose within given parameters <i>e.g. create a simple melody using a given range of notes or create a rhythm that lasts for 4 beats</i>, and consider how to structure my compositions.</li> </ul>	<ul style="list-style-type: none"> <li>● I can read and clap/tap a 2, 3 or 4-beat rhythm pattern consisting of crotchets, paired quavers, minims and crotchets rests (walk, jogging, stride and ssh).</li> <li>● I have experienced reading music on staff notation.</li> <li>● I have recorded my compositions in a variety of ways with increasing detail (e.g. graphic notation, shapes and symbols and musical notation.)</li> </ul>	<ul style="list-style-type: none"> <li>● I can listen with growing concentration to a range of live and recorded music and describe how the inter-related dimensions are used to create different moods and effects using appropriate musical vocabulary.</li> <li>● I can recognise (visually and aurally) and name a growing number of individual instruments within instrumental families.</li> </ul>

# MUSIC ASSESSMENT CLASS RECORD

School \_\_\_\_\_ Class \_\_\_\_\_ Year \_\_\_\_\_ Unit/Term \_\_\_\_\_

Working Towards ARE	Working at ARE	Higher ability/ Gifted & Talented









