ASSESSMENT FRAMEWORK

A three-tier termly assessment tool

based on

‘Minimum Expected Standards’

**RECEPTION: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE/S: YEAR GROUP:** RECEPTION **TERM:** 1 |
| **SECURE (Working above expectation)** **Pupils can:*** respond to symbols or hand signs
* sing a variety of songs both accompanied and unaccompanied
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:*** find their singing voice and begin to develop a sense of pitch over a small range of notes
* begin to develop a sense of beat, using instruments or body sounds
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** speak and chant together
* start and stop together
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** RECEPTION **TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** copy a simple rhythm pattern or number of beats played on an instrument
* begin to identify and describe key features or extreme contrast within a piece of music
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * sing short phrases or responses on their own
* begin to develop a sense of beat, using instruments or body sounds
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** play loudly, quietly, fast, slow
* add chosen sound effects at an appropriate moment in a story or song
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** RECEPTION **TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** make changes in their voices to express different moods /feelings
* begin to use musical terms (louder/quieter, faster/slower, higher/lower)
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * play along to music showing a developing awareness of the beat
* create a sequence of different sounds in response to a given stimuli
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer*** play with a sense of purpose and enjoyment
* respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs
 | **PUPILS’ NAMES** |

**YEAR 1: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE: YEAR GROUP:** YEAR 1 **TERM:** 1 |
| **SECURE (Working above expectation)****Pupils can:*** sing in time to a steady beat; with a sense of ‘togetherness’
* play classroom instruments by tapping, shaking, scraping, rattling
 | **PUPILS’ NAMES** |
| **EXPECTED Working at expectation)****Pupils can:** * sort and name different sounds
* play to a steady beat
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** speak and chant together more confidently
* follow simple signals
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 1**TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment
* use graphics/symbols to portray the sounds they have made
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * play a single pitched note to accompany a song (**drone**)
* recognise and respond through movement /dance to the different musical characteristics and moods of music
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
* imitate a rhythm pattern on an instrument
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 1**TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)
* sequence symbols to make a simple structure [**score**]
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * sequence symbols to make a simple structure [**score**]
* begin to use musical terms [louder/quieter, slower/faster]
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** play loudly, quietly, fast, slow
* recognise some of the sounds of the percussion instruments used in the classroom
 | **PUPILS’ NAMES** |

**YEAR 2: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE: YEAR GROUP:** YEAR 2 **TERM:** 1 |
| **SECURE (Working above expectation)****Pupils can:*** Identify if pitch is getting higher/lower/staying the same
* perform a rhythm accompaniment to a song
 | **PUPILS’ NAMES** |
| **EXPECTED (Working at expectation)****Pupils can:*** Echo short sung melodic phrases
* play instruments with control e.g. maintaining a steady beat, getting faster/louder
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** sing a variety of songs with more accuracy of pitch
* play instruments with increasing control e.g. maintaining a steady beat, getting faster/louder
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 2 **TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics
* work and perform in smaller groups
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * convey the mood or meaning of the song
* perform a sequence of sounds using a graphic score
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** follow a leader (teacher)starting and stopping together
* sing words clearly and breathing at the end of phrases
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 2**TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** compose music that conveys different moods
* recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * sing with a sense of control of **dynamics** [volume] and **tempo** [speed]
* demonstrate some confidence in performing as a group and as an individual
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** compose a piece of music that has a beginning, middle and end [**structure**]
* respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]
 | **PUPILS’ NAMES** |

**YEAR 3: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE: YEAR GROUP:** YEAR 3 **TERM:** 1 |
| **SECURE (Working above expectation)****Pupils can:** * sing songs in a variety of styles with confidence
* show increasing awareness of pitch and awareness of the shape of a melody
 | **PUPILS’ NAMES** |
| **EXPECTED (Working at expectation)****Pupils can:*** keep a steady beat on an instrument individually/in a group
* use tuned percussion with increasing confidence
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** keep a steady beat on an instrument individually/in a group use tuned percussion with increasing confidence
 | **PUPILS’ NAMES** |

|  |
| --- |
| **UNIT TITLE/S: YEAR GROUP: YEAR 3** **TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** sing with an awareness of the phrases in a song
* play using symbols including graphic and/or simple traditional notation
* compose music that has a recognisable structure; beginning, middle and end or verse/chorus
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * copy a short melodic phrase by ear on a pitched instrument
* compose music that tells a story, paints a picture or creates a mood
* compose music that uses repetition/echo
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA, or peer)*** recognise aurally wooden, metal, skin percussion instruments and begin to know their names
* understand that posture, breathing and diction are important
 | **PUPILS’ NAMES** |

|  |
| --- |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 3**TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** chant or sing a round in two parts
* listen to their own compositions and use musical language to describe what happens in them
* perform a composed piece to a friendly audience, as a member of a group or class
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * perform with an awareness of others
* combine musical sounds with narrative and movement
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA or peer)*** follow simple hand directions from a leader
* sing songs with a recognised structure (verse and chorus/ call and response)
 | **PUPILS’ NAMES** |

**YEAR 4: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE: YEAR GROUP:** YEAR 4**TERM:** 1 |
| **SECURE (working above expectation)****Pupils can:*** sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody
* sing confidently as part of a small group or solo being aware of posture and good diction
 | **PUPILS NAMES** |
| **EXPECTED (working at expectation)****Pupils can:*** compose a simple melody from a selected group of notes [i.e. a pentatonic scale]
* identify repeated rhythmic or melodic phrases in live or recorded music
 | **PUPILS NAMES** |
| **WORKING TOWARDS****Pupils can: (sometimes requiring support from teacher, TA or peer)** * identify repeated rhythmic or melodic phrases in live or recorded music copy short phrases
 | **PUPILS NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 4**TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]
* sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * play by ear – find known phrases or short melodies using tuned instruments
* play music in a metre of two or three time
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA or peer)*** use tuned percussion instruments with increasing confidence to accompany songs and improvise
* identify whether a song has a verse/chorus or call and response structure
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 4**TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** sing two/three part rounds with more confidence and increasing pitch accuracy
* recognise music from different times and countries, identifying key elements that give it its unique sound
* recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * read and play from some conventional music symbols
* perform to an audience of adults, an assembly or other classes with increasing confidence
* arrange a song using tuned/ untuned accompaniments developed from the song: perform to a friendly audience
* use a range of ICT to sequence, compose, record and share work
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA or peer)*** follow a leader, stopping / starting, playing faster/ slower and louder / quieter
* identify the use of metre in 2 or 3 in a piece of recorded or live music
 | **PUPILS’ NAMES** |

**YEAR 5: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE: YEAR GROUP:** YEAR 5**TERM:** 1 |
| **SECURE (Working above expectation)****Pupils can:*** sing songs in a wide variety of styles, showing accuracy and expression
* sing a second part with increasing confidence
 | **PUPILS’ NAMES** |
| **EXPECTED (Working at expectation)****Pupils can:** * play a range of percussion/orchestral instruments with increasing confidence and ability
* play and improvise as part of a group and as solo performer
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS****Pupils can: (sometimes requiring support from teacher, TA or peer)*** play a range of percussion instruments
* play and improvise as part of a group
 | **PUPILS’ NAMES** |

|  |
| --- |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 5 **TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)
* perform a song showing an awareness of phrasing and the shape of the melody
* play by ear – copy back; finding phrases or melodies on instruments with increasing confidence
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * sustain a melodic ostinato or drone to accompany singing/other instruments
* compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects
* recognise relationships between lyrics and melody
* recognise chords / clusters
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA or peer)*** talk about music they hear using musical terms
* sustain a melodic ostinato or drone to accompany singing/other instruments
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 5 **TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly
* perform expressively showing an understanding of the music and its context
* talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * perform a piece of music using notation [graphic or conventional]
* perform own compositions, to an audience of adults and school assembly
* compose a group / class arrangement of a song using voices and instruments
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA or peer)*** sing independently in wide variety of styles with increasing confidence and accuracy
* perform a piece of music using notation [graphic or conventional]
 | **PUPILS’ NAMES** |

**YEAR 6: THREE-TIER TERMLY ASSESSMENTS**

|  |
| --- |
| **UNIT TITLE: YEAR GROUP:** YEAR 6**TERM:** 1 |
| **SECURE (Working above expectation)****Pupils can:*** communicate the meaning/mood of a song
* sing a simple second part of a two-part song: maintain own part in a round with confidence
 | **PUPILS’ NAMES** |
| **EXPECTED (Working at expectation)****Pupils can:*** sing confidently in a wide variety of styles with expression
* perform on a range of instruments confidently to an audience
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS****Pupils can: (sometimes requiring support from teacher, TA or peer)*** Begin to communicate the meaning/mood of a song
* Sing a simple second part of a two-part song with support in a group.
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP: YEAR 6** **TERM: 2** |
| **SECURE (Working above expectation)** **Pupils can:*** continue to play by ear on pitched instruments, extending the length of phrases, melodies played
* arrange a song for class performance with an appropriate pitched and unpitched accompaniment
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * perform a song from memory with attention to phrasing, dynamics and accuracyof pitch, for a special occasion
* maintain own part on a pitched instrument in a small ensemble
* recognise and identify features of expression e.g. melody, harmony, different dynamics and tempi) in an extract of live or recorded music
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support)*** perform with sensitivity to different dynamics, tempi
* maintain own part on a pitched instrument in a small ensemble
 | **PUPILS’ NAMES** |
| **UNIT TITLE/S: YEAR GROUP:** YEAR 6 **TERM: 3** |
| **SECURE (Working above expectation)** **Pupils can:*** lead/conduct a group of instrumental performers
* use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions
* use musical vocabulary and knowledge to help identify areas for development or refinement when composing
 | **PUPILS’ NAMES** |
| **EXPECTED: (Working at expectation)****Pupils can:** * lead/conduct a group of instrumental performers
* use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions
* use ICT (computers/iPads/tablets/mp3recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions
 | **PUPILS’ NAMES** |
| **WORKING TOWARDS:****Pupils can: (sometimes requiring support from teacher, TA or peer)*** read and play with confidence from conventional or graphic notation
* perform own compositions to an audience
 | **PUPILS’ NAMES** |