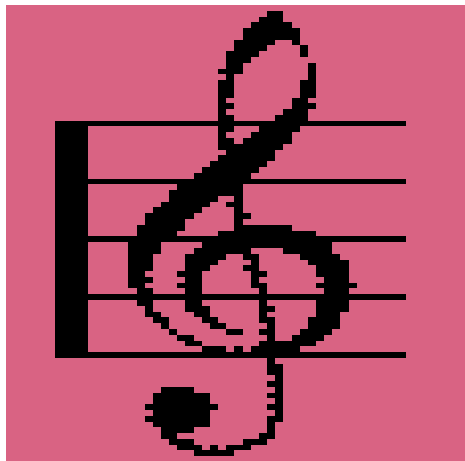


# A Guide to Assessment in Music

## Key Stages 1 & 2



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# ASSESSMENT IN MUSIC AT KEY STAGES 1 & 2

**“Recording every aspect of each child’s progress is neither necessary nor desirable. Records should be selective and brief. Significant achievement or weakness may be noted and may serve as a basis for planning appropriate future challenges and possibly form part of an annual report.”**

(Teacher’s guide to the QCA Scheme of Work for Music.)

The enclosed assessment sheets are a collection of all the necessary information that accompanies a unit of work, linked to the QCA scheme of work. They have been devised to help schools address the legal requirements for keeping a record of pupil progress and attainment in music.

If you are using the published scheme of Work called ‘Music Express’, you will recognise the titles and objectives are exactly the same as the QCA. If you are following the learning outcomes you can use these assessment sheets in their present form.

All schemes of work should be linked to the guidelines of the QCA and should not present too much altering to suit your own requirements, adding or deleting text as appropriate.

The National Curriculum level indicators have been included. These can be used to help assess the progress of the children and are not intended to be reported to parents or children. You can delete the levels from the form. A small sample of other methods of assessment is included.

If you have not addressed the issue of formative assessment for music I hope you will find these sheets useful for recording your pupil’s progress. Please contact me if you require further support.

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South Gloucestershire Learning and School Effectiveness Service

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# Assessment

ASSESSMENT is the judgement a teacher and pupil make(s) about the pupil's achievement. It is a measure of what the pupils knows, understands and can do.

RECORDING is the gathering and storing of significant achievements.

REPORTING is the process of informing others about a pupil's attainment and progress.

In the QCA schemes of work for Music, and the published scheme of work called Music Express expectations are expressed as:

At the end of this unit

- Most children/pupils will be able to:
- Some children will not have made so much progress and will be able to:
- Some children will have progressed further and will be able to:

These expectations (that are closely related to the level descriptors) are a recognised, recommended way of assessing children's work in music by choosing which of the three descriptors each child fits best.

## Assessment for Learning (AfL)

Primary National Strategy

Excellence and Enjoyment: learning and teaching in the primary years

The Role and Importance of Assessment for Learning

The core principles for teaching and learning from *Excellence and Enjoyment* are:

- Set high expectations and give learner confidence they can succeed;
- Establish what learners already know and build on it;
- Structure and pace the learning experience to make it challenging and enjoyable;
- Inspire learning through a passion for the subject;
- Make individuals active partners in their learning develop learning skills and personal qualities.

Assessment for Learning is a key element of these core principles for learning and teaching.

Through AFL, teachers involve each child in order to motivate and help them to take their next steps in learning.

## What is Assessment for Learning?

The term 'assessment' is based on the Black and William definition:

...the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. (Black and William, 1998)

There are two main purposes of assessment;

### Assessment *of* learning (summative assessment)

Assessment of learning is any assessment which summarises where learners are at a given point in term - it provides a snapshot of what has been learned (in terms of both attainment and achievement)

### Assessment *for* learning (formative assessment).

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

AfL is any assessment activity which informs the next steps to learning. The key message is that AfL depends crucially on actually using the information gained.

## The 5 key factors that improve learning through assessment:

- Providing effective feedback to children
- Actively involving children in their own learning
- Adjusting teaching to take account of the results of assessment
- Recognising the profound influence assessment has on the motivating and self-esteem of children, both of which are crucial to learning.
- Considering the need for children to be able to assess themselves and to understand how to improve.

(Inside the Black Box - Black and William, 1998)

Sharing the unit coverage as a means of keeping connections clear.

Discussing with children at the start of a unit of work what they already know about this topic and what they would like to know and learn about. Concept mapping and mind maps are often used as devices to help children put together their initial thoughts.

Providing a visual display of the coverage of a unit of work, which is then used at beginnings and ends of lessons to draw together what has been learned and the connections with future learning.

Presenting the unit coverage as a list of questions to be explored.

## Feedback

Children need to be given classroom time to listen and note any feedback and, most importantly, carry out an improvement on the piece of work in question.

They are unlikely to be able to embed any suggestions for improvement and apply them to later work unless they are given time to respond to feedback.

As time management is an issue, constant self-review should become an expectation of lessons, as well as teacher feedback. This eventually reduces the need to find extra time for children to make improvements after the lesson.

# Assessment sheets

The assessment sheets have all the information for each unit of work. Each unit of work has two information sheets that could be printed back to back.

- One sheet is the learning outcomes/expectations and details of the unit of work being studied.
- The accompanying recording sheet is the form for recording the pupils' names who have not achieved or those who have exceeded expectations.
- The order of the expectations has been changed so the majority of children who fit in the category of 'most pupils will' have been placed in the middle.

Some children will not have made so much progress and will be able to:

Most children/pupils will be able to:

Some children will have progressed further and will be able to:

- The majority of the pupils will not and should not need to be individually identified. Record only the weak and stronger pupils and then attach to whole class or teaching group list.

If this is not the case, than a quick check with the expectations might indicate that the level of expectation and attainment is too low.

## Levels

- Some schools may wish to express attainment in terms of the relevant National Curriculum levels.
- In determining the level description that best fits a child's work in music, it is important to take an overall view across all aspects of his or her work in music. The level descriptions describe the type and range of performance that children working at a particular level should characteristically demonstrate.
- The levels are not intended to be reported to parents or children. (This is not compulsory until Year 9, although many secondary schools start using levels from Year 7)
- Each level begins with an overarching statement, which identifies the key characteristic of attainment at that level.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of key stage	
Key Stage 1	1 - 3	at age 7	level 2
Key Stage 2	2 - 5	at age 11	level 4
Key Stage 3	3 – 7	at age 14	level 5/6

Janet Mills comments:

'The levels that have been written for music are at a high level of abstraction. Whereas the levels that have been written for mathematics include points such as:

- Students know the angle sum of a triangle and that of angles are at a high point (part of level 5)

whereas the music levels open with statements including:

- Students identify and explore the relationship between sounds and how music reflects time and place (level 5)"

(Music in Primary Schools 2005)

Such statements have a wide range of meaning, and are particularly difficult to interpret, especially for non-specialist teachers of music in the primary school.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 1

## Unit 2 Sounds Interesting: Exploring Sounds

**This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.**

Unit Summary	In this unit children will make a variety of sounds with their voices, bodies, found objects and instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This leads to the creation of a class performance that uses sounds to heighten the effect of a chosen story, poem or play.		
Unit 2 Sounds Interesting Exploring sounds	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	begin to focus their listening and recognise and control how sounds can be made louder, quieter, faster and slower	<b>Level 1</b> Pupils recognise and explore how sounds can be made and changed. They choose sounds in response to different starting points and respond to different moods in music.
	most pupils will:	identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus	<b>Level 2</b> Pupils recognise and explore how sounds can be organised. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.
	some pupils will have progressed further and will:	carefully choose sounds and instruments and suggest how they should be used and played.	<b>Level 3</b> Pupils recognise and explore the way sounds can be combined and used expressively

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 1

## Unit 3 The long and short of it: Exploring duration

**This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.**

Unit Summary	During the unit children explore the duration of vocal and instrumental sounds. They play percussion instruments with control and sensitivity, playing attention to dynamics, tempo, and pitch. Towards the end of the unit the children begin to organise their sounds within a steady pulse. They record their sound sequences using symbols.		
Unit 3 The long and short of it: Exploring duration	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	make and control long and short sounds using voices and instruments; create a sequence of long and short sounds with help.	<b>Level 1</b> They repeat short rhythmic and melodic patterns and identify simple repeated patterns
	most pupils will:	make and control long and short sounds using voices and instruments; work in partnership with another child to create a sequence of long and short sounds.	<b>Level 2</b> perform simple patterns and accompaniments keeping to a steady pulse. They represent sounds with symbols.
	some pupils will have progressed further and will:	make and control long and short sounds using voices and instrument; work in a small group of children to compose, perform and record extended sequences involving sounds of varying duration	<b>Level 3</b> improvise repeated patterns and combine several layers of sound with awareness of the combined effect.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 1

## Unit 4 Feel the pulse: Exploring pulse and rhythm

**This unit develops children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.**

Unit Summary	During this unit, children use songs and activities to develop confidence in singing and playing to a common pulse. They respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases. They use these skills to create an accompaniment for a song or chant.		
Unit 4 Feel the pulse: Exploring pulse and rhythm	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Recognise and respond to changes in tempo(speed)	<b>Level 1</b> Use their voices in different ways and identify simple repeated patterns
	most pupils will:	identify pulse in music; repeat and create short rhythmic phrases confidently	<b>Level 2</b> They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse.
	some pupils will have progressed further and will:	create and control rhythmic patterns with a strong sense of pulse; set a tempo for others to follow	<b>Level 3</b> They sing in tune with expression; and perform rhythmically simple parts that use a limited range of notes: they improvise repeated patterns

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 1

## Unit 5 Taking off: Exploring Pitch

**This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.**

Unit Summary	During this unit they learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories.		
Unit 5 Taking off: Exploring pitch	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	imitate and respond to changes in pitch; recognise and create melodic patterns with some help	<b>Level 1</b> They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns.
	most pupils will:	identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus.	<b>Level 2</b> They sing with a sense of the shape of the melody; They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects.
	some pupils will have progressed further and will:	Sing and perform with accurate control of pitch; create melodic patterns to respond to a stimulus.	<b>Level 3</b> They sing in tune with a sense of the shape of the melody and with expression. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.

# Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 1

## Unit 6 What's the score? Exploring instruments and symbols

**This unit develops children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments**

Unit Summary	During this unit children explore classroom instruments and learn that instruments that make sounds in similar ways can be grouped into families They create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds.		
Unit 6 What's the score? Exploring instruments and symbols	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	identify ways in which sounds are made and changed; follow instructions	<b>Level 1</b> Pupils recognise and explore how sounds can be made and changed and take account of musical instructions .
	most pupils will:	identify and control a variety of sounds on musical instruments with confidence; perform with others; take account of musical instructions	<b>Level 2</b> Pupils recognise and explore how sounds can be organised...They improve their work
	some pupils will have progressed further and will:	suggest how different sounds can be organised; make improvements to their own work; direct others	<b>Level 3</b> Pupils recognise and explore the way sounds can be combined and used expressively.....and make improvements to their own work, commenting on the intended effect

# Linking Assessment of Expectations from the QCA for Music with National Curriculum levels

## Key Stage 1

### Unit 7 Rain, rain, go away: Exploring timbre, tempo and dynamics

**This unit develops children's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus**

Unit Summary	During this unit, children explore how sounds can be changed, combined and organised to create a class composition. They respond to stimuli (eg weather/fairground) and explore ways in which sounds can be used expressively. They record their compositions using pictures, symbols and words.		
Unit 7 Rain, rain, go away: Exploring timbre, temp and dynamics	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	make strong contrasts in sounds, but will need help to control more subtle changes.	<b>Level 1</b> They respond to different moods in music and recognise well-defined changes in sounds.
	most pupils will:	carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics.	<b>Level 2</b> They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects.
	some pupils will have progressed further and will:	make subtle changes in sounds; recognise how sounds can be combined to create a wider range of sounds; make suggestions for improving work.	<b>Level 3</b> They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 2

## Unit 9 Animal Magic: Exploring descriptive sounds

**This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.**

Unit Summary	During this unit, children learn to recognise how sounds can be used to describe different things, eg. animals, insects, machines. Using this understanding, they create their own music in pairs, add movement and narration and rehearse towards a final performance for others. During the unit they explore how the elements of pitch, duration and tempo can be combined to describe different sounds.		
Unit 9 Animal Magic Exploring descriptive sounds	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Recognise some descriptive uses of the elements, create descriptive music, e.g. based on animals, that uses a sequence of sounds (often sound effects), movement and words	<b>Level 2</b> Recognise how sounds can be organised Recognise how the different elements can be used to create different moods and effects
	<b>most pupils will:</b>	Recognise how musical elements can be used together to compose descriptive music, combine sounds with movement and narrative.	<b>Level 3</b> Combine several layers of sound with awareness of the combined effect Recognise how the different musical elements are combined and used expressively
	some pupils will have progressed further and will:	Work in groups of three to four to extend their ideas into longer pieces of music with several layers of sounds	<b>Level 4</b> Compose by developing ideas within musical structures Suggest improvements to their own work and others' work commenting on how intentions have been achieved
			<b>Level 5</b> Compose music for different occasions using appropriate material devices such as melody, rhythms, chords and structures.

# Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 2

## Unit 10 Play it again: Exploring rhythmic patterns

**This unit develops children's ability to create simple rhythm patterns and perform them rhythmically using notation as a support.**

Unit Summary	During this unit, children extend their understanding of rhythmic patterns, and in particular, ostinato. They create their own patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.		
Unit 10 Play it again Exploring rhythm patterns	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Put rhythmic patterns together with some help; recognise rhythmic patterns	<b>Level 2</b> Perform simple patterns and accompaniments keeping a steady pulse. Represent sounds with symbols
	<b>most pupils will:</b>	Recognise and create repeated patterns, perform with control of pulse and awareness of what others are playing	<b>Level 3</b> Perform rhythmically simple parts that use a limited range of notes
	some pupils will have progressed further and will:	Recognise how patterns fit together, perform, create and maintain their own rhythmic patterns confidently in time with the other parts; make effective use of the silent beats	<b>Level 4</b> Perform by ear and from simple notations maintaining their own part with awareness of how the different parts fit together and the need to achieve an overall effect
			<b>Level 5</b> Perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking on a solo part and or providing rhythmic support.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 2

## Unit 11 The Class Orchestra: Exploring arrangements

**This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance.**

Unit Summary	During this unit, children develop their understanding of how instruments can be used to accompany songs. They explore a variety of accompaniment devices, select appropriate phrases and patterns, and practise and rehearse towards a final class performance.		
Unit 11 The Class Orchestra Exploring arrangements	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Follow the contour of the melody when singing; play with some sense of the pulse, perform with awareness of other performers	<b>Level 2</b> Sing with a sense of the shape of the melody Perform simple patterns and accompaniments keeping a steady pulse.
	<b>most pupils will:</b>	Sing in tune, maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect	<b>Level 3</b> Sing in tune with expression Combine several layers of sound with awareness of the combined effect
	some pupils will have progressed further and will:	Maintain a more complex part with awareness of how the different parts fit together and achieve the overall intended effect; suggest ways in which the piece can be improved and developed; help others to develop their ideas.	<b>Level 4</b> Perform by ear and from simple notations maintaining their own part with awareness of how the different parts fit together and the need to achieve an overall effect Suggest improvements to their own work and others' work commenting on how intentions have been achieved.
			<b>Level 5</b> They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo and /or providing rhythmic support.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 2

## Unit 12 Dragon scales: Exploring pentatonic scales

**This unit develops children’s ability to recognise, and use, pentatonic scales and create short melodies and accompaniments**

Unit Summary	During this unit, pupils sing songs based on a pentatonic scale. They experiment with the five notes of a pentatonic scale and play them on a range of pitched instruments, individually and together. They use the scale to make up simple songs and accompaniments.		
Unit 12 Dragon Scales Exploring pentatonic scales	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Compose and perform simple melodies and songs; make up accompaniments using drones and melodic ostinati based on a given pentatonic scale with some help	<b>Level 2</b> They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.
	<b>most pupils will:</b>	Compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence.	<b>Level 3</b> They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.
	some pupils will have progressed further and will:	Select the notes of a pentatonic scale and use them to compose the words and melody for a short song; add simple pentatonic accompaniments to their song	<b>Level 4</b> They improvise melodic/rhythmic phrases in a group performance and compose by developing ideas within musical structures.
			<b>Level 5</b> They improvise melodic and rhythmical material within given structures, use a variety of notations and compose music for different occasions.

# Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 2

## Unit 13 Painting with sound: Exploring sound colours

**This unit develops children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary**

Unit Summary	During this unit children develop understanding of how the sounds made on different musical instruments can be used expressively. They explore how sounds can describe moods stimulated by pictures and words. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds.		
Unit 13 Painting with sound; Exploring sound colours	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Describe different moods and extend their range of sound vocabulary, make sound effects, rather than create images.	<b>Level 2</b> They recognise how the musical elements can be used to create different moods and effects
	<b>most pupils will:</b>	Carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images.	<b>Level 3</b> They recognise how the different elements are combined and used expressively. They combine several layers of sound with awareness of the combined effect
	some pupils will have progressed further and will:	Create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be made abstractly.	<b>Level 4</b> They improvise melodic/rhythmic phrases and compose by developing ideas within musical structures.
			<b>Level 5</b> They analyse and compare musical features. They improvise melodic and rhythmical material within given structures, use a variety of notations and compose music for different occasions using melody, rhythms, chords and structures.

## Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 2

### Unit 14 Salt, pepper, vinegar, mustard: Exploring singing games

**This unit develops children's ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.**

Unit Summary	During this unit children sing and play a selection of traditional and contemporary singing games. They look at their characteristics, e.g structure, tempo, rhythm, tunes, words, actions. They think about the origins and uses of singing games.		
Unit 14 Salt, pepper, vinegar, mustard: Exploring singing games	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Sing and play a range of singing games and songs; describe some of their characteristics with help, make up a singing song with words and actions, and perform it to other children	<b>Level 3</b> They perform rhythmically simple parts and improvise repeated patterns and combine several layers of sound with awareness of the combined effect.
	<b>most pupils will:</b>	Sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children.	<b>Level 4</b> They improvise melodic/rhythmic phrases in a group performance and compose by developing ideas within musical structures. They maintain their own part with awareness of how different parts fit together.
	some pupils will have progressed further and will:	Analyse and describe the musical characteristics of popular singing games, make up a singing game with words, actions and a strong sense of pulse and melody, and accompany it with tuned and untuned percussion.	<b>Level 5</b> They analyse and compare musical features. They perform significant parts from memory and from notations, taking a solo part and /or providing rhythmic support.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 2

## Unit 16 Cyclic patterns: Exploring rhythm and pulse

**This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse**

Unit Summary	During this unit pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.		
Unit 16 Cyclic patterns Exploring rhythm and pulse	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Show and awareness of timbre and duration but need help in feeling the cyclic patterns and creating rhythmic patterns	<b>Level 2</b> Perform simple patterns and accompaniments keeping to a steady beat
	<b>most pupils will:</b>	Create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns	<b>Level 3</b> Perform and improvise simple rhythmic patterns
	some pupils will have progressed further and will:	Identify and feel the cyclic patterns; create more complex patterns; maintain their own part with awareness of how the different parts fit together.	<b>Level 4</b> They maintain their own part with awareness of how the different parts fit together.
			<b>Level 5</b> They perform significant parts from memory, taking solo parts and /or providing rhythmic support.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 2

## Unit 17 Roundabout: Exploring rounds

**This unit develops pupils' ability to sing and play music in two or more parts**

Unit Summary	During this unit pupils explore the effect of two or more pitched notes sounding together – harmony. They experiment with clusters of pitched notes and discover which combinations are ‘comfortable’ (concorde), and which ‘clash’ (discord). They sing rounds and experiment with melodic ostinati to provide accompaniments. They play drones and single note accompaniments.		
Unit 17 Roundabout Exploring rounds	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Hold their part in a two-part round with support; sustain a simple drone to accompany the singing	<b>Level 3</b> They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes
	<b>most pupils will:</b>	Hold their part in a two-part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing.	<b>Level 4</b> They maintain their own part with awareness of how the different parts fit together.
	some pupils will have progressed further and will:	Hold their part in a two-part round, singing solo and in a small group; appreciate the harmonies produced and work out drones and melodic ostinati and use them to accompany the singing.	<b>Level 5</b> They perform significant parts from memory, taking solo parts and /or providing rhythmic support.

# Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 2

## Unit 18 Journey into space: Exploring sound sources

**This unit develops children’s ability to extend their sound vocabulary, including the use of ICT, and to compose a soundscape.**

Unit Summary	During this unit pupils explore a wide range of sounds sources, including ICT, to capture, change and communicate sounds. They make expressive use of vocal and instrumental possibilities, to create and structure compositions in groups and share these with the class.		
Unit 18 Journey into space Exploring sound sources	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Create carefully chosen sounds and linear sequences of sound.	<b>Level 2</b> Choose carefully and order sounds within simple structures.
	<b>most pupils will:</b>	Recognise and make creative use of the way sounds can be changed, organise and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively.	<b>Level 3</b> They recognise how the different elements are combined and used expressively.
	some pupils will have progressed further and will:	Demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available.	<b>Level 4</b> They describe, compare and evaluate different kinds of music. They suggest improvements to their own work and others work; commenting on how intentions have been achieved.
			<b>Level 5</b> They analyse and compare musical features. They perform significant parts from memory and from notations, taking a solo part and /or providing rhythmic support. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard.

## Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 2

### Unit 19 Songwriter: Exploring lyrics and melody

**This unit develops children's ability to compose a song with an awareness of the relationship between lyrics and melody.**

Unit Summary	During this unit children learn of the important role played by lyrics in songs. In particular they focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. They employ simple techniques for composing lyrics of their own and setting these to melodies. They learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself.		
Unit 19 Songwriter Exploring lyrics and ,melody	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Show an awareness of the relationship between lyrics and melody; create and perform melodies with some help.	<b>Level 3</b> They recognise how the different elements are combined and use expressively
	<b>most pupils will:</b>	Create melodies with an understanding of the relationship between lyrics and melody in songwriting; create their own simple songs; perform songs in a way that reflects their meaning.	<b>Level 4</b> They improvise melodic/rhythmic phrases in a group performance and compose by developing ideas within musical structures. They maintain their own part with awareness of how different parts fit together.
	some pupils will have progressed further and will:	Show an understanding of how lyrics can reflect the cultural context and have social meaning; use this knowledge to enhance their own compositions and performances.	<b>Level 5</b> They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their own work.

Linking Assessment of Expectations from the QCA for Music with National Curriculum levels  
Key Stage 2

## Unit 20 Stars, hide your fires: Performing together

**This unit develops and demonstrates children's ability to take part in a class performance with confidence, expression and control.**

Unit Summary	During this unit children sing and play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.		
Unit 20 Stars, hide your fires Performing together	Expectations		National Curriculum level indicator
	some pupils will not have made so much progress and will:	Sing confidently and expressively, following the shape of the melody	<b>Level 3</b> They sing with a sense of the shape of the melody and in tune. They perform rhythmically simple parts that use a limited range of notes.
	<b>most pupils will:</b>	Sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion, and play the simpler accompaniment parts	<b>Level 4</b> While performing by ear and simple notations they maintain their own part with awareness of how different parts fit together and the need to achieve an overall effect.
	some pupils will have progressed further and will:	Sing the harmony part confidently and accurately; play the more complex instrumental parts with rhythmic and dynamic control.	<b>Level 5</b> They perform significant parts from memory and from notations, With awareness of their own contribution such as leading others of taking a solo part and /or providing rhythmic support.

# Linking Assessment of Expectations from the QCA for Music with National Curriculum levels Key Stage 2

## Unit 21 Who knows? Exploring musical processes

**This unit provides an opportunity for children to develop and demonstrate the musical skills, knowledge and understanding achieved in  
Years 5 & 6**

Unit Summary	During this unit children will develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.	
Unit 21 Who knows? Exploring musical processes	Expectations	National Curriculum level indicator
	some pupils will not have made so much progress and will:	<p>Create and perform music which meets intentions and combines sounds with some awareness of the combined effect; recognise how musical elements are combined and used expressively.</p> <p><b>Level 3</b> They recognise how the different elements are combined and used expressively, commenting on how intentions have been achieved</p>
	<b>most pupils will:</b>	<p>Create music which reflects given intentions and uses notations as a support for creative work and performance, improvise and maintain their own part with awareness of the whole ensemble; describe and compare different kinds of music using musical vocabulary.</p> <p><b>Level 4</b> They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary, commenting on how intentions have been achieved.</p>
	some pupils will have progressed further and will:	<p>Take the lead in creating and performing and provide suggestions for others; make connections between the different stimuli provided; use a variety of musical devices including melody, rhythms, chords and structures.</p> <p><b>Level 5</b> They perform significant parts from memory and from notations with awareness of others. They compose music for different occasions using appropriate music devices such as melody, rhythms, chords and structures.</p>

## Music Assessment – Class Recording Sheet

### Unit 2 Sounds Interesting: Exploring Sounds

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

In this unit children will make a variety of sounds with their voices, bodies, found objects and instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This leads to the creation of a class performance that uses sounds to heighten the effect of a chosen story, poem or play.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> begin to focus their listening and recognise and control how sounds can be made louder, quieter, faster and slower.	<b>1</b>
<i>Most pupils will:</i> identify different ways sounds can be made and changed: use and choose sounds confidently in response to a stimulus	<b>2</b>
<i>Some pupils will have progressed further and will:</i> carefully choose sounds and instruments and suggest how they should be used and played:	<b>3</b>

Record only exceptions to level 2 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 3 The Long and the short of it: Exploring duration

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During the unit children explore the duration of vocal and instrumental sounds. They play percussion instruments with control and sensitivity, playing attention to dynamics, tempo, and pitch. Towards the end of the unit the children begin to organise their sounds within a steady pulse. They record their sound sequences using symbols.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will</i> make and control long and short sounds using voices and instruments; create a sequence of long and short sounds with help.	<b>1</b>
<i>Most pupils will:</i> make and control long and short sounds using voices and instruments; work in partnership with another child to create a sequence of long and short sounds.	<b>2</b>
<i>Some pupils will have progressed further and will:</i> make and control long and short sounds using voices and instrument; work in a small group of children to compose, perform and record extended sequences involving sounds of varying duration.	<b>3</b>

Record only exceptions to level 2 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 4 Feel the Pulse Exploring Pulse and Rhythm

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit, children use songs and activities to develop confidence in singing and playing to a common pulse. They respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases. They use these skills to create an accompaniment for a song or chant.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will recognise and respond to changes in tempo(speed)</i>	<b>1</b>
<i>Most pupils will:</i> identify pulse in music; repeat and create short rhythmic phrases confidently	<b>2</b>
<i>Some pupils will have progressed further and will:</i> create and control rhythmic patterns with a strong sense of pulse; set a tempo for others to follow	<b>3</b>

Record only exceptions to level 2 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 5 Taking off: Exploring Pitch

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit they learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will</i> imitate and respond to changes in pitch; recognise and create melodic patterns with some help	<b>1</b>
<i>Most pupils will:</i> identify and control changes in pitch and use them expressively; create short melodic patterns; use changes in pitch expressively in response to a stimulus.	<b>2</b>
<i>Some pupils will have progressed further and will:</i> sing and perform with accurate control of pitch; create melodic patterns to respond to a stimulus	<b>3</b>

Record only exceptions to level 2 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 6 What's the score? Exploring instruments and symbols

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit children explore classroom instruments and learn that instruments that make sounds in similar ways can be grouped into families. They create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will identify ways in which sounds are made and changed; follow instructions</i>	<b>1</b>
<i>Most pupils will identify and control a variety of sounds on musical instruments with confidence; perform with others; take account of musical instructions</i>	<b>2</b>
<i>Some pupils will have progressed further and will: suggest how different sounds can be organised; make improvements to their own work; direct others</i>	<b>3</b>

Record only exceptions to level 2 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 7 Rain, rain, go away: Exploring timbre, tempo and dynamics

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit, children explore how sounds can be changed, combined and organised to create a class composition. They respond to stimuli (eg weather/fairground) and explore ways in which sounds can be used expressively. They record their compositions using pictures, symbols and words..

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will</i> make strong contrasts in sounds, but will need help to control more subtle changes	<b>1</b>
<i>Most pupils will</i> carefully and confidently choose and order sounds to achieve an effect/image; recognise and use changes in timbre, tempo, pitch and dynamics	<b>2</b>
<i>Some pupils will have progressed further and will:</i> make subtle changes in sounds; recognise how sounds can be combined to create a wider range of sounds; make suggestions for improving work	<b>3</b>

Record only exceptions to level 2 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 9 Animal Magic: Exploring Descriptive Sounds

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit, children learn to recognise how sounds can be used to describe different things, eg. animals, insects, machines. Using this understanding, they create their own music in pairs, add movement and narration and rehearse towards a final performance for others. During the unit they explore how the elements of pitch, duration and tempo can be combined to describe different sounds.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will</i> recognise some descriptive uses of the elements, create descriptive music, e.g. based on animals, that uses a sequence of sounds (often sound effects), movement and words	<b>2</b>
<i>Most pupils will:</i> recognise how musical elements can be used together to compose descriptive music, combine sounds with movement and narrative.	<b>3</b>
<i>Some pupils will have progressed further and will:</i> work in groups of three to four to extend their ideas into longer pieces of music with several layers of sounds	<b>4</b> <b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 10 Play it again: Exploring Rhythm Patterns

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit, children extend their understanding of rhythmic patterns, and in particular, ostinato. They create their own patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> put rhythmic patterns together with some help; recognise rhythmic patterns	<b>2</b>
<i>Most pupils will:</i> recognise and create repeated patterns, perform with control of pulse and awareness of what others are playing	<b>3</b>
<i>Some pupils will have progressed further and will:</i> recognise how patterns fit together, perform, create and maintain their own rhythmic patterns confidently in time with the other parts; make effective use of the silent beats	<b>4</b>
	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 11 The Class Orchestra: Exploring Arrangements

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit, children develop their understanding of how instruments can be used to accompany songs. They explore a variety of accompaniment devices, select appropriate phrases and patterns, and practise and rehearse towards a final class performance.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> follow the contour of the melody when singing; play with some sense of the pulse, perform with awareness of other performers	<b>2</b>
<i>Most pupils will</i> sing in tune, maintain a simple part within an ensemble; work with several layers of sound and have an awareness of the combined effect	<b>3</b>
<i>Some pupils will have progressed further and will:</i> maintain a more complex part with awareness of how the different parts fit together and achieve the overall intended effect; suggest ways in which the piece can be improved and developed; help others to develop their ideas.	<b>4</b>
	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 12 Dragon Scales: Exploring pentatonic scales

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit, pupils sing songs based on a pentatonic scale. They experiment with the five notes of a pentatonic scale and play them on a range of pitched instruments, individually and together. They use the scale to make up simple songs and accompaniments

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> compose and perform simple melodies and songs; make up accompaniments using drones and melodic ostinati based on a given pentatonic scale with some help	<b>2</b>
<i>Most pupils will</i> compose and perform simple melodies and songs independently; create simple accompaniments for their tunes using drones and melodic ostinati based on a given pentatonic scale with confidence.	<b>3</b>
<i>Some pupils will have progressed further and will:</i> select the notes of a pentatonic scale and use them to compose the words and melody for a short song; add simple pentatonic accompaniments to their song	<b>4</b>
	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 13 Painting with sound: Exploring sound colours

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit children develop understanding of how the sounds made on different musical instruments can be used expressively. They explore how sounds can describe moods stimulated by pictures and words. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> describe different moods and extend their range of sound vocabulary, make sound effects, rather than create images.	<b>2</b>
<i>Most pupils will</i> carefully choose, order, combine and control sounds with awareness of their combined effect; use sound to create more abstract images.	<b>3</b>
<i>Some pupils will have progressed further and will:</i> create compositions that use a wide variety of sound colours and make subtle adjustments to achieve the intended effect; explore how sounds can be made abstractly.	<b>4</b>
	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 14 Salt, pepper, vinegar, mustard: Exploring singing games

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit children sing and play a selection of traditional and contemporary singing games. They look at their characteristics, e.g structure, tempo, rhythm, tunes, words, actions. They think about the origins and uses of singing games.

**Assessment:**

**Level**

<p><i>Some pupils will not have made so much progress and will:</i> sing and play a range of singing games and songs; describe some of their characteristics with help, make up a singing song with words and actions, and perform it to other children</p>	<b>3</b>
<p><i>Most pupils will</i> sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children.</p>	<b>4</b>
<p><i>Some pupils will have progressed further and will:</i> analyse and describe the musical characteristics of popular singing games, make up a singing game with words, actions and a strong sense of pulse and melody, and accompany it with tuned and untuned percussion.</p>	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 16 Cyclic patterns: Exploring rhythm and pulse

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit pupils learn basic rhythmic devices used in many drumming traditions. They play a variety of sounds on percussion instruments and learn how to use timbre and duration to add variety to their rhythmic ideas. They invent and improvise simple rhythmic patterns.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> show and awareness of timbre and duration but need help in feeling the cyclic patterns and creating rhythmic patterns	<b>2</b>
<i>Most pupils will</i> create rhythmic patterns with an awareness of timbre and duration; perform these confidently with a strong sense of pulse within simple cyclic patterns	<b>3</b>
<i>Some pupils will have progressed further and will:</i> identify and feel the cyclic patterns; create more complex patterns; maintain their own part with awareness of how the different parts fit together.	<b>4</b>  <b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 17 Roundabout: Exploring rounds

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit pupils explore the effect of two or more pitched notes sounding together – harmony. They experiment with clusters of pitched notes and discover which combinations are ‘comfortable’ (concord), and which ‘clash’ (discord). They sing rounds and experiment with melodic ostinati to provide accompaniments. They play drones and single note accompaniments.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> hold their part in a two-part round with support; sustain a simple drone to accompany the singing	<b>3</b>
<i>Most pupils will</i> hold their part in a two-part round with confidence, and appreciate the effect of the harmonies produced; sustain a drone or melodic ostinato to accompany the singing.	<b>4</b>
<i>Some pupils will have progressed further and will:</i> hold their part in a two-part round, singing solo and in a small group; appreciate the harmonies produced and work out drones and melodic ostinati and use them to accompany the singing.	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 18 Journey into space: Exploring sound sources

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit pupils explore a wide range of sounds sources, including ICT, to capture, change and communicate sounds. They make expressive use of vocal and instrumental possibilities, to create and structure compositions in groups and share these with the class.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> create carefully chosen sounds and linear sequences of sound.	<b>2</b>
<i>Most pupils will</i> recognise and make creative use of the way sounds can be changed, organise and controlled (including using ICT); extend their sound vocabulary; combine sounds expressively.	<b>3</b>
<i>Some pupils will have progressed further and will:</i> demonstrate musical sensitivity in selecting sounds and structures in relation to the intended effect; refine and improve their work; demonstrate imagination and confidence in the use of sound; take advantage of ICT equipment where available.	<b>4</b>
	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 19 Songwriter: Exploring lyrics and melody

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit children learn of the important role played by lyrics in songs. In particular they focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. They employ simple techniques for composing lyrics of their own and setting these to melodies. They learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> show an awareness of the relationship between lyrics and melody; create and perform melodies with some help.	<b>3</b>
<i>Most pupils will</i> create melodies with an understanding of the relationship between lyrics and melody in songwriting; create their own simple songs; perform songs in a way that reflects their meaning	<b>4</b>
<i>Some pupils will have progressed further and will:</i> show an understanding of how lyrics can reflect the cultural context and have social meaning; use this knowledge to enhance their own compositions and performances.	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 20 Stars hide your fires: Performing together

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit children sing and play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of how to achieve a quality class performance.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> sing confidently and expressively, following the shape of the melody	<b>3</b>
<i>Most pupils will</i> sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion, and play the simpler accompaniment parts	<b>4</b>
<i>Some pupils will have progressed further and will:</i> sing the harmony part confidently and accurately; play the more complex instrumental parts with rhythmic and dynamic control.	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

## Music Assessment – Group Recording Sheet

### Unit 21 Who knows? Exploring sound processes

<b>Class</b>		<b>Teacher</b>		<b>Term</b>	
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**Unit Summary:**

During this unit children will develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.

**Assessment:**

**Level**

<i>Some pupils will not have made so much progress and will:</i> create and perform music which meets intentions and combines sounds with some awareness of the combined effect; recognise how musical elements are combined and used expressively.	<b>3</b>
<i>Most pupils will</i> create music which reflects given intentions and uses notations as a support for creative work and performance, improvise and maintain their own part with awareness of the whole ensemble; describe and compare different kinds of music using musical vocabulary.	<b>4</b>
<i>Some pupils will have progressed further and will:</i> Take the lead in creating and performing and provide suggestion for others; make connections between the different stimuli provided; use a variety of musical devices including melody, rhythms, chords and structures.	<b>5</b>

Record only exceptions to level 3 and attach to whole class or teaching group list.

Level	<u>Overarching Knowledge and Understanding</u>	<u>Performing skills Controlling sounds through singing and playing</u>	<u>Composing Skills Creating and developing musical ideas</u>	<u>Appraising Skills Responding and reviewing</u>
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## Curriculum Skills Map for Music

1	<b>Pupils recognise and explore how sounds can be made and changed</b>	They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others	They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.	Pupils respond to different moods in music and recognise well defined changes in sounds. Identify simple repeated patterns and take account of musical instructions
2	<b>Pupils recognise and explore how sounds can be organised</b>	They sing with a sense of the shape of the melody and perform simple patterns and accompaniments keeping to a steady beat.	They choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points. They represent sounds with symbols.	They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work
3	<b>Pupils recognise and explore the ways sound can be combined and used expressively</b>	They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes	They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.	They recognise how the different elements are combined and used expressively and make improvements to their own and others' work, commenting on how intentions have been achieved
4	<b>Pupils recognise and explore the relationship between sounds and how music reflects different intentions</b>	While performing by ear and from simple notations they maintain their own part with awareness of how different parts fit together and the need to achieve an overall effect.	They improvise melodic/rhythmic phrases in a group performance and compose by developing ideas within musical structures	They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own work and others; work, commenting on how intentions have been achieved
5	<b>Pupils identify and explore musical devices and how music reflects time and place</b>	They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support.	They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate music devices such as melody, rhythms, chords and structures.	They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.

# QCA Key Principles

- **Progression** in music occurs within and across the levels in terms of the *demand* and *range* of the learning and the *quality* of the response.
- Learning in each level underpins learning in all subsequent levels.  
(For more information refer to Page 7 in the QCA sow “Features of Progression”)  
There are three ways in which children make progress in music. These are:

Progression in the **breadth** of experience

Progression in the **challenge/demand** of the experience and depth of learning

Progression in the **quality** of the outcome

- Place emphasis on **quality** (Just as it is possible to speak without meaning or sense, it is possible to sing or play an instrument in a way that is not musical. The fundamental aim of music education is to help children appreciate and achieve musical quality. Music QCA Scheme of work)
- **Expectations** will only be reached if pupils are allowed to do more of less. This means constant **reinforcement** and **consolidation** in KS1/2.
- It is not appropriate to assess performing, composing and appraising separately....focus on the **musical learning** that is being demonstrated through these integrated activities
- When assessing attainment look at each level in turn to identify the point at which the learning becomes less secure.
- By indicating expectations at particular levels and by charting broad progression in music, the level descriptions can also inform planning, teaching and assessment.
- Level descriptions are not designed to be used to “level” individual pieces of work.
- Progression in lessons is best assessed by both pupils and teachers against the learning expectations set out in the planning, rather than the levels.

## Learning Outcomes

The learning outcomes in each unit indicate how children might demonstrate what they have learnt in a unit. Keeping an eye on these intended outcomes while teaching a unit will help in determining the expected progress of children. Feedback during lessons will help to provide appropriate targets for individuals.

# National Curriculum in Action

<http://www.ncaction.org.uk/subjects/music>

This web site is an excellent source of information, giving examples of children's work and an opportunity to discuss pupils work with other teachers.

## Methods of Assessment

Methods of assessment for music should vary according to what is required. They can include:

- Observation of process
- Sound recordings, Cassette/CD. Recording software e.g. Sound Recorder/Audacity
- Observation of performance
- Visual recordings – photographs, digital images, video
- Pupils' self-assessment
- Written evidence – graphic/conventional
- Oral questioning /pupil conferencing/interviews/scores
- Evaluation questionnaires
- Record keeping
- Annual report to parents on the child's progress and attainment

## Recording

Decisions about collecting information, about its purpose and how it should be used are matters for teachers working within an agreed school policy.

**Evidence** (Notes taken from "Inspecting Subjects 3-11 guidance for inspectors and schools." 2000)

Analysing pupils' work . Focus especially, but not exclusively, on the beginning and end of each key stage.

A work sample may include pupils' work documented, recorded and stored in different ways. For example:

- activities by individuals, groups, classes or the whole school may be kept as audio or video or ICT recordings
- pupils' musical ideas may be recorded in a variety of written formats such as, symbol or
- graphic scores, staff notation or audio recordings; and
- pupils' responses to music displayed in different formats - paintings, drawings, poetry, imaginative writing, dance or drama.

# Talking with pupils

Children just love to talk! This will provide a broad perspective of what pupils know, understand and can do in music. These questions have proved very useful and revealing.

Questions to ask pupils at or towards the end of **Key Stage 1** might include:

- What do you like doing in music? Playing? Singing? Listening? Dancing?
- Show me the instruments you have played in class? in assembly? in music club?
- Show me how you play them?
- Which is your favourite instrument? Why? What sound does it make?
- How often do you get the chance to sing? Can you sing to me?
- Do you know what a composer is?
- Can you name any composers?
- Do you have a favourite pop group?

Use a similar approach to explore how pupils can:

- make, develop and change sounds and rhythm patterns
- combine sounds into short sequences which demonstrate musical elements, for instance faster/slower, higher/lower, louder/quieter; and
- write down the music they have played so others might play it.

Towards the end of **Key Stage 2**, you might include further questions so that pupils can show:

- the range of their musical experiences to illustrate how they can apply their breadth of understanding to their own and other's music making;
- what they have listened to and which styles and traditions these belong to together with significant composers
- what music they have taken part in as composers or performers; and
- their knowledge of musical vocabulary as an effective way of describing their knowledge and understanding.

## Opportunities

Give pupils the opportunity to reflect and share their thoughts particularly after a musical event e.g. live music performance, music festival. Apart from the obvious verbal feedback, use evaluation sheets to focus their thoughts.

# Infant Music Workshop

## The Wild West



Name \_\_\_\_\_

My favourite song is

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

What did you like doing best?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This space is for a drawing

# Feedback

The comments received after a Wild West music festival reveal a lot more than just learning to sing songs.

The most popular songs were 'The Land of the Silver Birch' and 'She'll be coming round the mountain'.

**My favourite song was....  
because:**

I know the words  
it had some nice words in it  
I liked the tune  
it is not long  
of the tune  
it had a nice tune and a nice rhythm  
It has lots of verses  
It is a good song  
I like the tune and it is a wonderful song  
I liked the singing in it  
it has a rhythm  
it has a good beat  
It had a happy tune  
It is nice to sing  
It was good and funny  
It is gentle  
I like singing the third verse  
It has nice, happy exciting words  
It is fun  
I liked the Sun dance. I liked it when I played the bells  
I like boats  
It is a fun song  
I like the broom  
It had Silver in it  
I like the verse of coming round the mountain chicken and dumplings  
I like the music  
I like when it goes yeeha

**Thoughts for what they liked doing the best, are also just as revealing:**

The Sun dance. The song was wonderful and beautiful.  
Line dancing and singing  
Singing all the songs because they were fun  
Ringing the bells when the dancers were dancing and singing  
Singing  
Doing singing and dancing together  
Watching and dancing and hearing the instruments play  
I like the dancing because I did do a bit of dancing and you were very good too.  
Dancing  
I liked the headdress that I was wearing. I liked the dancing and singing.  
Banging the drum  
Driving the canoe and having the drinks and cookies  
Watching the country dancing. It was really fun.  
Doing a play. Singing, and playing.  
Playing the instruments  
Doing the Aaarrs in the song and singing and watching  
The dancing because it was very nice. I danced very nicely.  
Doing the dancing with Mrs Wright  
Sweeping the floor with the broom. Thank you very much!  
Singing coming round the Mountain and dressing up as a cowboy. Thank you  
The cowboys and the Indians and my hat.  
Singing the songs  
Eating the biscuits. Thank you.  
I like clapping and dancing. I like dressing up as a cowgirl.  
I like the people dancing.  
I liked the Sun dance because I got to dance in it. I like dancing.  
When we got to on the stage  
Dressing up  
Sweeping the floor  
Singing the songs and dressing up  
Singing all the songs  
Clearing the kitchen  
My best bit is chicken and dumplings