ASSESSMENT FRAMEWORK

A three-tier termly assessment tool

based on

‘Minimum Expected Standards’

**RECEPTION: THREE-TIER TERMLY ASSESSMENTS**

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| **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**

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| **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**

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| **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**

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| **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** |

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| **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** |

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| **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**

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| **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**

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| **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** |

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| **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**

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| **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** |