

# Support Materials for Assessment in Primary Music



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# Support Materials for Assessment in Primary Music

This document is designed as a tool to help specialists and non-specialists in assessing children in the Primary Music Curriculum.

**It sets out:**

**Key objectives / learning for the end of KS1, end of Lower KS2 and end of Upper KS2**

These have been adapted from the National Curriculum orders and show progression of skills and experiences across the primary phase.

It is designed to be used in a number of ways:

1. As a document to assess children against at the end of a given Key Stage. Children who are able to fulfil the majority of the learning outcomes can be assessed as working at the age expected standard. It will also identify the children who are more able (AGT) or who will need additional support when moving on to the next stage of the curriculum.
2. As a tick sheet that can be used for on-going assessment throughout units of work. This would identify when children have met the key learning outcomes. It would also highlight any areas that could be addressed in future units of work.
3. As a means of ensuring that units of work planned allow children to meet the age expected standard in all the elements of the music curriculum : Performing, Listening and Appraising, Creating and Composing, Inter related dimensions of music.
4. As a means of self-assessment for children to consider at what level they are working at

The tool has been written by teachers for teachers and acknowledges that music sits alongside the other foundation subjects and that any assessment needs to be manageable.



Key Stage	Performing	Listening and Appraising	Creating and Composing	Inter-related dimensions of music (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)
KS1	<ul style="list-style-type: none"> <li>I have played a range of tuned and untuned instruments.</li> <li>I have sung a wide range of songs (including rhymes and chants)</li> <li>I can keep to a steady pulse</li> <li>I can start and finish with everybody else</li> </ul>	<ul style="list-style-type: none"> <li>I have listened to a range of music (written and performed for different purposes and occasions) with growing concentration</li> <li>I have experienced a live performance (musicians from music service / other children performing / theatre performances / concerts)</li> <li>I can say whether or not I like a piece of music</li> <li>I can recognise beginning, middle and end or a repeated refrain (e.g. chorus)</li> </ul>	<ul style="list-style-type: none"> <li>I can choose how to represent different things e.g. sound effects for a story or to reflect different moods</li> <li>I can start to compose a simple piece with a beginning, middle and end</li> <li>I am starting to use pictorial representation to record what I have composed</li> </ul>	<ul style="list-style-type: none"> <li>I can name standard tuned and untuned percussion (e.g. drum / maraca / triangle / tambourine / wood block)</li> <li>I can identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration)</li> <li>I have explored different ways to play instruments</li> </ul>
A child who has fulfilled the above is working at the age expected standards for music at the end of KS1				
Lower Key Stage 2	<ul style="list-style-type: none"> <li>I have played a simple melody on tuned percussion and more complex rhythms on untuned percussion</li> <li>I can sing with expression, good diction and a growing sense of pitch</li> <li>I have sung songs with more than one part (e.g. rounds / call and response songs)</li> <li>I have performed in groups of a variety of sizes</li> </ul>	<ul style="list-style-type: none"> <li>I have listened to music from other cultures, countries and times</li> <li>I can say whether or not I like a piece of music giving a reason why</li> <li>I can listen with attention to detail and recall sounds heard</li> <li>I can reflect on the moods created by different pieces of music (e.g. calming / frightening etc)</li> <li>I can identify contrasting sections of a song, such as the verse and refrain</li> </ul>	<ul style="list-style-type: none"> <li>I can compose and perform my own melodies using a given range of notes (e.g. pentatonic scales)</li> <li>I can improvise simple patterns</li> <li>I can record my compositions in a variety of ways (e.g. graphic ways / musical notation)</li> <li>I am starting to compose using different structures (e.g. call and response / verse and chorus)</li> </ul>	<ul style="list-style-type: none"> <li>I can name a wider range of musical instruments including instruments from around the world and orchestral instruments</li> <li>I am starting to use and understand staff and other musical notations</li> <li>I can recognise changes in duration, dynamics, pitch, tempo, timbre and texture</li> <li>I can recognise different structures e.g. call and response / verse and chorus</li> </ul>

Key Stage	Performing	Listening and Appraising	Creating and Composing	Inter-related dimensions of music (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)
<b>Upper Key Stage 2</b>	<ul style="list-style-type: none"> <li>I have played melodies from different genres on tuned percussion and extended rhythm patterns</li> <li>I am becoming aware of flats and sharps when playing</li> <li>I can play a musical ostinato (repeated phrase)</li> <li>I can sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2 / 3 parts)</li> <li>I can perform with good understanding of the mood to be created</li> <li>I can practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience.</li> <li>I can reflect on and refine my work</li> </ul>	<ul style="list-style-type: none"> <li>I have listened to different styles of music including classical, jazz, blues, pop and rock</li> <li>I am developing my understanding and ability to identify music from different times and cultures</li> <li>I can make informed suggestions of suitable pieces of music for various occasions.</li> <li>I can analyse and compare different music using appropriate musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can combine all the musical elements I have learned to compose in different genres and styles for different moods and occasions</li> <li>I can compose using different structures</li> <li>I can record my compositions using staff and graphic notation and chorus)</li> </ul>	<ul style="list-style-type: none"> <li>I can name and sort orchestral instruments into their families</li> <li>I can use and understand staff and other musical notations – reading notes accurately</li> <li>I can recognise more complex changes in duration , dynamics, pitch, tempo, timbre, structure and texture and use these in my own work</li> </ul>
<b>A child who has fulfilled the above is working at the age expected standards for music at the end of KS2</b>				

[illegible]

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[illegible]

## Performing






## Listening and Appraising







## Creating and Composing

## Inter related dimensions of music

[illegible]

# Definition of Musical Terms: .....

Musical Terms	Definition
chord	a group of 3 or more notes played together 
coda	ending 
crotchet	a one beat note 
duration	how long the note / sound lasts
dynamics	how loud or quiet a note is
echo	a sound that is repeated
harmony	a combination of notes played at the same time as another tune to give a pleasing effect
improvise	make up the music as you go along
lyrics	are the words to a song
melody	the tune (that is sung or played)
minim	a two beat note 
notation	the way notes are written down
ostinato	a repeated phrase
pentatonic scale	a five note scale 
phrase	a group of sounds
pitch	how high or low a sound is
pulse	the steady beat

Musical Terms	Definition
quaver	a half beat note  Two quavers = 1 beat 
rehearse	practise
rest	a silent beat 
rhythm	a pattern of notes
scale	arrangement of notes in ascending or descending order
semibreve	a four beat note 
staff	the parallel lines on which music notes are written 
structure	different ways sounds are organised
sustain	keep a sound going
tempo	the speed (fast / slow)
texture	different ways sounds are combined / layered
timbre	different characteristics of sounds – playful / spooky / swirling etc
time signature	shows how many beats are in each bar (e.g. $\frac{4}{4}$ means 4 beats in a bar) 
tuned percussion	An instrument that a melody can be played on (i.e. has a sequence of notes) e.g. glockenspiel / xylophone / chimes
unison	singing or playing the same melody together
untuned percussion	instruments which play a single sound (e.g. triangle / wood block / tambourine) and which can't be used to play a melody



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