



Music Assessment



Cherry Trees Music Assessment Overview

Level	Sensory Level Descriptors
1(i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses (for example, startling at sudden noises or movements). Any participation is fully prompted.
1(ii)	Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects (for example, becoming still in a concert hall). They may give intermittent reactions (for example, sometimes becoming excited at repeated patterns of sounds).
2(i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences (for example, turning towards unfamiliar sounds). They begin to show interest in people, events and objects, (for example, looking for the source of music). They accept and engage in coactive exploration (for example, being encouraged to stroke the strings of a guitar).
2(ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses (for example, relaxing during certain pieces of music but not others). They recognise familiar people, events and objects (for example, a favourite song). They perform actions, often by trial and improvement, and they remember learned responses over short periods of time (for example, repeatedly pressing the keys of an electronic key board instrument). They cooperate with shared exploration and supported participation (for example, holding an ocean drum).
3(i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities (for example, leading an adult to the CD player). They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways (for example, tapping piano keys gently and with more vigour). They observe the results of their own actions with interest (for example, listening intently when moving across and through a sound beam). They remember learned responses over more extended periods (for example, recalling movements associated with a particular song from week to week).
3(ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities (for example, performing an action such as clapping hands to initiate a particular song). They can remember learned responses over increasing periods of time and may anticipate known events (for example, a loud sound at a particular point in a piece of music). They may respond to options and choices with actions or gestures (for example, choosing a shaker in a rhythm band activity). They actively explore objects and events for more extended periods (for example, tapping, stroking, rubbing or shaking an instrument to produce various effects) They apply potential solutions systematically to problems (for example, indicating by eye contact or gesture the pupil whose turn it is to play in a 'call and response' activity).



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Level	Curriculum Assessment Statements
4	<ul style="list-style-type: none">• Moves body to music – early rhythm/pulse• Seeks sound source• Listens to others briefly• Shows anticipation when equipment is distributed• Joins in rhymes or jingles with a few recognisable words/signs/symbols – early pitch/rhythm/tempo/dynamics• Interested in a range of instruments in adult-led group – early timbre• Makes vocal and physical sounds in response to music• Responds to an error in familiar rhyme/song• Claps hands with others – early pulse• Differentiates between singing and speaking voice – early timbre
5	<ul style="list-style-type: none">• Starts and stops playing in response to signal from conductor• Uses equipment appropriately• Takes part in a performance with others• Able to imitate sounds which are: loud, quiet, quick. Slow• Joins adult-led rhymes• Copies a simple rhythm• Listens to performance of other pupils• Echoes adult in producing sounds – rhythm/pitch/tempo/timbre• Shows satisfaction with activity• Practises activity to refine skill
6	<ul style="list-style-type: none">• Claps hands to show appreciation - pulse• Able to maintain silence• Follows picture symbols to make sounds which contrast• Responds appropriately to familiar equipment• Listens appropriately to other pupils making music• Listens for and tries to identify sounds in the classroom• Takes turns to make sounds with their instrument• Uses simple criteria to describe music eg. Happy/sad• Starts moving when music starts• Discuss what they are doing and give a reason eg. How to create sound on a percussion instrument



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7	<ul style="list-style-type: none">• Listens to longer pieces of music• Chooses an instrument which creates a specified sound• Purposefully plays instrument at same time as another• Knows when to begin/stop playing in echo activity• Knows how to create correct sound on percussion instrument• Correctly uses comparative terms: high/low stop/start• Identifies sounds on a recording• Understands that music is part of celebrations and daily life• Says/points to pictures to show how music makes them feel• Can repeat their rhythmic pattern
8	<ul style="list-style-type: none">• Cooperates with others to achieve simple task• Participates by clapping along to music, keeping to a steady pulse• Creates sounds to illustrate a story/picture/feeling• Listens to music and identifies some musical elements• Identifies personal preference for songs• Makes a collection of instruments that satisfy a criteria eg. Can be shaken• Creates sound effects• Become aware of the use of an external microphone• Repeats action to refine skill• Performs a solo
9	<ul style="list-style-type: none">• Able to follow a simple graphic score• Uses symbols to compose music with loud/quiet notes• Uses appropriate vocabulary to discuss their work• Able to choose an instrument to do a specific job• Changes their idea if it does not work• Listens for long and short sounds in a piece of music• Uses body signs to show tempo• Uses simple patterns/picture symbols to visually represent sounds• Makes different sounds from one instrument• Tries to give a reason for their opinion



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10	<ul style="list-style-type: none">• Sings action songs• Sings songs with/without an accompaniment• Holds simple instruments correctly• Creates pattern which shows a contrast in dynamics• Can create sequence which has a beginning and an end• Acts as conductor to begin/end their music• Pin points the beginning, middle and end of a song• Recalls songs/sound patterns from memory• Uses key words when describing what they did• Listens to a recording of their music and say which parts worked best
11	<ul style="list-style-type: none">• Able to clap the rhythm or syllables of a word or phrase• Comments on differences in others' work• Able to move to music relating to low/high/stepwise/jumping sounds• Talks about music they like• Uses a simple grid as a guide to evaluate a piece of music• Knows that we hear sounds when they reach the ear• Creates a short melodic pattern• Makes improvements to their compositions• Confidently sings songs with others• Recognises and uses repetition
12	<ul style="list-style-type: none">• Talks about music they have heard• Brainstorms words which describe the music• Able to tap the pulse whilst listening to recording of their music• Names classroom instruments - tuned and untuned• Understands that tempo relates to speed• Identify tempo as: fast, slow, moderate, getting slower, getting faster• Hears the difference between a male and female voice• Play/clap from their simple notation• Can control the level of dynamics when playing an un/tuned instrument• Decides how some orchestral instruments could be played
13	<ul style="list-style-type: none">• Able to join in call and response songs which use leaps and steps• Sings with control of volume



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	<ul style="list-style-type: none">• Able to keep a steady beat without speeding up or slowing down• Composes a piece within a given structure e.g. ABA• Can justify un/comfortable sound combinations• Justifies which sounds they like made by different instruments• Evaluates the work of others appropriately• Agree roles in a group activity• Finds differences and similarities between two recordings of the same song• Uses a prompt sheet to aid evaluation of music elements
14	<ul style="list-style-type: none">• Sings songs from memory• Able to control the performance if something goes wrong• Understands that sound is made when an object vibrates• Identifies groupings of instruments• Recognises the difference between unison and harmony• Adds pentatonic accompaniments to their songs• Improvises melodies and accompanying rhythms• Experiments with combinations of notes, including sharps and flats• Identifies how contrasting moods in a piece of music have been achieved• Reviews own work whilst watching video recording
15	<ul style="list-style-type: none">• Improvises melody to 12 bar blues• Demonstrates sensitivity when selecting sounds/structures• Recognises 12 bar blues• Discusses how lyrics reflect a theme or meaning• Holds their solo in a two part round• Conducts group giving clear non-verbal instructions• Performance displays expressive control of musical elements• Creates a composition for a given occasion• Explores different metre e.g. 3/4 5/4 & 7/4• Discusses how songs can reflect time/culture/meaning
16	<ul style="list-style-type: none">• Recognises a change in metre• Recognises syncopation• Identifies cyclic patterns• Identifies effects such as echo/reverb• Discusses function of each part of an instrument• Develops a musical idea



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	<ul style="list-style-type: none">• Provides suggestions for others• Improvises over a given chord structure• Reads notational instruction whilst performing• Makes adjustments to fit their own part within a group performance
17	<ul style="list-style-type: none">• Performs music of different styles• Makes significant contribution to ensemble performances• Uses and follows relevant notation• Expressively uses the key elements of Tempo and Dynamics• Sensitive use of Phrasing and Timbre becomes more prevalent• Can discard musical ideas that are not working• Recognises influences in certain musical styles and traditions• Explains the effects of changing certain musical elements in a known piece of music• Explains preferences using a range of musical terminology• Makes critical judgements about how different contexts are reflected in music heard
18	<ul style="list-style-type: none">• Compositions are extended, showing direction and development• Listens and responds sensitively to others whilst performing• Discriminates the characteristics of a varied range of musical styles• Confidently evaluates their own music and that of others• Actively listens to longer/complete/more complex pieces of music• Comments on particular contributions of a significant performer and composer• Develops compositions within a range of different styles and genres• Accurate use of appropriate notations• Expressively uses all the key musical elements• Performs extended music with a sense of direction and shape