

Music Self Assessment Tracker



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Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (*National Curriculum 2014*)

Our music self assessment tracker will enable each child to independently recognise their strengths and build on their weaknesses; resulting in creating reflective, motivated and inspired children who take ownership of their musical journey.

At the end of **each term** each child will self-assess with their music teacher the core skills outlined for their year group that they have focussed on that term.

At the **end of the year** the teacher will make a judgement as to whether the child is Emerging/Meeting/Exceeding the skills for their year group by taking into account the percentage of skills achieved.

These results are then fed into the **'Focus on Assessment' tracking system** and reported on at the end of the year to each child's parents.

Self Assessment System



Red: need a lot more support to achieve this skill.



Yellow: need a little bit of support to achieve this skill.



Green: can independently achieve this skill.

Emerging, Meeting, Exceeding End of Year Judgements

At the end of the year the class teacher will make an overall judgement based on their own assessments and the child's self assessments to judge whether they feel that that child is emerging, expected or exceeding national expectations with their vocal progression skills.



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EYFS Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
EUMM 30-50 Months: Enjoys joining in with dancing and ring games				Emerging
EUMM 30-50 Months: Sings a few familiar songs				Expected
EUMM 30-50 Months: Begins to move rhythmically				Exceeding
EUMM 30-50 Months: Imitates movement in response to music				Highlight which judgement best fits the child overall.
EUMM 30-50 Months: Taps out simple repeated patterns				
EUMM 30-50 Months: Explores and learns how sounds can be changed				
EUMM 40-60 Months: Begins to build a repertoire of songs and dances				
EUMM 40-60 Months: Explores the different sounds of instruments				
BI 30-50 Months: Sings to self and makes up simple songs				
BI 30-50 Months: Uses movement to express feelings				
BI 30-50 Months: Creates movement in response to music				
BI 30-50 Months: Makes up rhythms				



Year 1 Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
I can use my voice to speak, sing and chant				Emerging
I can use instruments to perform				Meeting
I can clap short rhythmic patterns				Exceeding
I can make different sounds with my voice and my instruments				Highlight which judgement best fits the child overall.
I can repeat short rhythmic and melodic patterns				
I can make a sequence of sounds				
I can respond to different moods in music				
I can say whether I like or dislike a piece of music				
I can choose sounds to represent different things				
I can follow instructions about when to play and sing				



Year 6 Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
I can sing in harmony confidently and accurately				Emerging
I can perform from memory				Meeting
I can take the lead in a performance				Exceeding
I can use a variety of different musical devices in my composition (including melody, rhythms and chords)				Highlight which judgement best fits the child overall.
I can evaluate how the venue, occasion and purpose affects the way a piece of music is created				
I can analyse features within different pieces of music				
I can compare and contrast the impact that different composers from different times have on people of that time				
I can say whether I like or dislike a piece of music				
I can choose sounds to represent different things				
I can follow instructions about when to play and sing				



Year 5 Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
I can breathe in the correct place when singing				Emerging
I can maintain my part whilst others are performing their part				Meeting
I can improvise within a group using melodic and rhythmic phrases				Exceeding
I can change sounds to organise them differently to change the effect				Highlight which judgement best fits the child overall.
I can compose music which meets specific criteria				
I can use notation to record groups of pitches (chords)				
I can use my music diary to record aspects of the composition process				
I can choose the most appropriate tempo for a piece of music				
I can describe, compare and evaluate music using musical vocabulary				
I can explain why I think music is successful or unsuccessful				
I can suggest improvement to my own work and that of others				
I can contrast the work of a famous composer and explain my preferences				



Year 2 Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
I can sing and follow a melody				Emerging
I can perform simple patterns and accompaniments keeping a steady pulse				Meeting
I can play simple rhythmic patterns on an instrument				Exceeding
I can sing or clap increasing and decreasing tempo				Highlight which judgement best fits the child overall.
I can order sounds to create a beginning, middle and an end				
I can create music in response to different starting points				
I can choose sounds which create an effect				
I can use symbols to represent sounds				
I can make connections between notations and musical sounds				
I can listen out for particular things when listening to music				
I can improve my own work				
I can contrast the work of a famous composer and explain my preferences				



Year 4 Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
I can perform a simple part rhythmically				Emerging
I can sing from memory with accurate pitch				Meeting
I can improvise using repeated patterns				Exceeding
I can use notation to record compositions in a small group or on my own				Highlight which judgement best fits the child overall.
I can explain why silence is often needed in music and explain what effect it has				
I can identify the character in a piece of music				
I can identify and describe the different purposes of music				
I can begin to identify the style of work of Beethoven, Mozart and Elgar				



Year 3 Being a Musician

Skills	Autumn	Spring	Summer	Overall end of Year Judgement
I can sing a tune with expression				Emerging
I can play clear notes on instruments				Meeting
I can use different elements in my composition				Exceeding
I can create repeated patterns with different instruments				Highlight which judgement best fits the child overall.
I can compose melodies and songs				
I can create accompaniments for tunes				
I can combine different sounds to create a specific mood or feeling				
I can use musical words to describe a piece of music and compositions				
I can use musical words to describe what I like and not like about a piece of music				
I can recognise the work of at least one famous composer				
I can improve my work; explaining how it has been improved				