Year 1 : Assessment

This guide outlines our approach to music assessment. It explains assessment as a process that supports a continuous, holistic journey and does not involve high-stakes testing. The Creative Curriculum balances technical proficiency with creative expression and ensures that every pupil's musical development occurs through deliberate, incremental steps.

Our Assessment Framework

Our framework transforms broad aspirations into a measurable "technical how-to." We believe music education is most effective when it is a deliberate design rather than a series of disconnected activities. To achieve this, we focus on the musical cognitive "building blocks" of a child's development, ensuring that no child's progress is left to chance.

The Framework in Practice

Use the following components as your roadmap for tracking and supporting student growth throughout each unit:

- Unit Objectives: These define the "precise end points." Use these to confirm that students have grasped the core musical concepts (e.g., understanding syncopation or identifying ternary form).
- "I Can" Statements: These are your primary benchmarks for observable behaviours. They provide clear evidence of what a student can physically or intellectually perform.
- Support Questions: Move beyond the surface level by using targeted questions to probe for deeper understanding. This ensures students understand the *why* behind the music, not just the *how*.

Reflecting on Collective Progress

Assessment is most powerful when it informs future teaching. At the end of a unit, take a "summative moment" to reflect on the class as a whole:

1. Analyse the Outcomes: Did most pupils meet the objectives? Identify specific moments in performances or compositions where the group excelled or struggled.
2. Evaluate the "Why": Consider why certain activities were successful and why others proved challenging. Was it a technical hurdle or a conceptual gap?
3. Close the Loop: Use these insights to address progression issues immediately.

Looking Forward: Sequencing Success

The final stage of our assessment process is forward-facing. By identifying today's struggles, you can adjust upcoming lesson plans to provide specific opportunities for revisit and mastery. This iterative approach ensures the curriculum is coherently sequenced, turning temporary challenges into long-term musical milestones.

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Year 1 Unit 1	Objectives	Assessment Support	I Can's
Rhyming In Time (featuring Find The Beat & Dancing Dinosaurs)	1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together.	Can children keep a steady beat, sing, follow rhythm patterns and move to music? Use guided questions to explore how musical styles and tempo affect movement and feelings. Provide individual feedback on timing and movement skills, and check that the children understand musical vocabulary Talk with the children about learning and encourage peer feedback on performances.	I can move in time with the beat if the music speeds up, I speed up; if it slows down, I slow down. I feel confident when I chant, rap or sing, and can make my voice sound just like the music. I know that tempo means the speed of the music. I can listen carefully to music that was written recently or long ago and think about how it makes me feel.
Comments			

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Year 1 Unit 2	Objectives	Assessment Support	I Can's
Let's Start Singing (featuring Name Song, Babushka & Little Angel Gets Her Wings)	1. To enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	Are the children engaged and enjoying the session? Watch and listen for their breath control, diction, pitch accuracy, rhythm and ability to follow a steady beat and melody during warm-ups and singing. Assess their level of participation, confidence, collaboration, listening skills, and expressive dynamics. Monitor songs such as "Name Song" activities, checking they understand the lyrics and the melodic shape. Evaluate children's performance skills, including diction, expression, tempo, and phrasing. Use informal feedback and talking to gauge musical understanding and emotional expression.	I can warm up my body and voice before singing. I can enjoy learning and performing songs. I can follow and create a song's melodic shape. I can listen carefully and respond to music. I can articulate words clearly while singing. I can perform confidently with my classmates.
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Year 1 Unit 3	Objectives	Assessment Support	I Can's
Music Inspired By The World Around Us (featuring In The Sea)	1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	How well do the children participate? How well do they know the instruments and play them properly? Assess the children's ability to articulate ideas about the lyrics and stories. Encourage everyone to provide feedback after performances, highlighting what was heard and what they learnt	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling. I can dance, sing along, or make sounds that go with a song's words and tune. I can get ideas for making music from the world around me, like the sound of rain or a busy street. I can make music using my voice, my body (like clapping!), or the instruments in our classroom. I can be brave and share my music with other people. I can talk about how music makes me feel and describe the sounds that I hear.
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Year 1 Unit 4	Objectives	Assessment Support	I Can's
Exploring Rhythm Patterns (featuring Hey You! and Rhythm Grids)	1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	Can the children keep a steady pulse individually and in groups? Listen for rhythmic accuracy in call-and-response tasks, focusing on contrast rather than copying. Do they recognise key concepts—pulse, rhythm, and ostinato—through explanation and demonstration of repeating patterns? Collect short paired performances as formative evidence. Use quick self-assessment signals (thumbs up/side/down) to gauge confidence in keeping a beat, creating rhythms, and explaining ostinato. Record class ostinato performances for later reflection and progress comparison.	I can find patterns in music that recur and join in by clapping, singing, or playing. I know repeated patterns are called ostinatos. I can make up my own beat patterns using long sounds, short sounds, and quiet bits. I can listen to a musical question and give a musical answer. I can combine singing, rapping, and clapping to perform a short piece of music. I can read rhythms made from symbols or blobs, and I can write my own rhythms down too.
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Year 1 Unit 5	Objectives	Assessment Support	I Can's
Sound And Pictures (featuring RSNO's Yoyo and the Little Auk)	1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	Can the children move in time with the pulse, copy rhythms, recognise long/short sounds, identify high/low pitch, and maintain a steady beat? Evaluate the use of graphic scores, symbols, sequencing, and musical intention. Encourage children to describe music using simple vocabulary. Record audio/video performances, collect graphic scores, and link individual observations and "I can" statements to learning objectives in My Workspace.	I can show whether music is high or low (pitch), fast or slow (tempo), and loud (forte) or quiet (piano) (dynamics) using my voice and body. I can use my voice to play copycat games and perform a short, rhythmic rap with my friends. I can choose sounds from my voice, body, and instruments to create a sound picture that tells a story. I can invent my own symbols for sounds and create a 'musical map' (a graphic score) for my friends to follow. I can go on a 'musical adventure' to listen to songs from around the world and talk about how they sound and make me feel.
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Year 1 Unit 6	Objectives	Assessment Support	I Can's
Highs And Lows (featuring Music Is In My Soul)	1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.	Who understands the difference between pitch and rhythm? Reinforce the difference throughout the lesson through repetition and actions. Celebrate and share the activities of anyone who can keep a good, steady beat in time with the music and who enjoys moving their body to it. Who challenges themselves? Who performs with confidence and enjoyment?	I can listen to a song and play a game with arrows (↑ ↓ →) to show if the notes go up, down, or stay the same. I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air. I can be a 'sound detective' and listen for high, low, and middle sounds all around me. I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down. I can be a star performer, sing my song and play my percussion piece for an audience, and talk about my favourite musical moments.
Comments			

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