Year 2 : 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 2 Unit 1	Objectives	Assessment Support	I Can's
Questions and Answers (featuring Hello plus Hey Friends)	1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and Answer phrases on untuned instruments.	During activities, note who can learn the song from memory pretty quickly? Who can listen to timbre and recognise the sounds of classroom instruments? Who has a really clear 'hello' sign. Who can respond without missing a beat? Who can articulate musical feedback when talking about their peers' performances?	If I close my eyes and listen, I can tell which instrument is being played. I can clap and play rhythms that I have made up by myself. I enjoy singing clearly, and I can also hum the tune of the songs I have learnt.
Comments			

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Year 2 Unit 2	Objectives	Assessment Support	I Can's
Let's Keep Singing (featuring The Wee Kirkudbright Centipede, Babushka & Little Angel Gets Her Wings)	1. Enjoy learning to sing songs and start to understand the phrase 'in tune with each other". 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	Do children enjoy singing and performing songs? Can children sing together and move together with good posture? Are children aware of their performance? identifying strengths and areas for improvement?	I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time. I can sing in tune with others, listening carefully to match pitch and stay together as a group. I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests. I can use gestures, facial expressions, and movements to bring the song's story or mood to life. I can sing loudly or quietly, fast or slow, and know the difference.
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Year 2 Unit 3	Objectives	Assessment Support	I Can's
Sound And Symbol 1 (featuring Glockenspiel Music World Course - Part 1)	1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each makes a sound.	How musical and confident are children's posture, beater control, and accuracy when playing B and A? Are they getting used to minims and crotchets? Are they playing in time? And with an awareness of being part of an ensemble? Do children enjoy challenges such as "What effect does a rest have in music?" How confident are children in using musical vocabulary when describing instruments and textures?	I can play short pieces using one, two and three notes. I can tell which note is the highest, the lowest, and the middle. I can tell you how instruments make sound: a part of them has to vibrate I can recognise the sounds of brass, percussion, string, and woodwind instruments. I know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate.
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Year 2 Unit 4	Objectives	Assessment Support	I Can's
Sound And Symbol 2 (featuring Glockenspiel Music World Course - Part 2)	1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	Do children have good posture, mallet control, and accuracy when playing B and A? Do they play the rests well in short exercises like *Playing B* and *Bouncing with B*? Are they committed to attentive listening as they change between performers and listeners? Can you hear creative improvisation and the correct use of minims and crotchets? Are children confident in their use of accurate musical vocabulary?	I can make up my own music using our classroom instruments. I can write and play from dots, sticks and stave notation. I can identify the strong beat in a bar of music. I can write and play patterns using the Rhythm Grid tool/printouts. I can follow the music we have written using Music Explorer I can demonstrate changes in dynamics by singing quietly and loudly and by following instructions to get louder (crescendo) or softer (decrescendo).
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Year 2 Unit 5	Objectives	Assessment Support	I Can's
Around The World (featuring Hands Feet Heart)	1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	Who can keep a steady beat (walking, clapping, tapping)? Who successfully echoes back short pitch or rhythmic patterns in time with the beat? Can children describe the tempo, pitch, and timbre using correct vocabulary? Who can explain the differences between South African, Irish, and Bollywood-influenced styles in simple language? Can children play G A B accurately in the instrumental part? Who can show and play a high-pitched note and a low-pitched note? Can everyone start/stop with the teacher's cues?	I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes. I know that tempo means speed. I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves! I can name the different instruments I hear in a song. I can play simple tunes on instruments by following a pattern. I can make music with my friends by singing and playing together. I can talk about how performing music makes me feel and what I like about a song.
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Year 2 Unit 6	Objectives	Assessment Support	I Can's
The Power of Communication featuring It's OK (Please Just Say)	1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.	Be aware of how the children progress in confidence, listening, behaviour, and expressive engagement during singing, movement activities, and ensemble work. Use **audio or video recordings** of rehearsals and performances to support reflective listening, evaluation, and track progress over time. Use the **I Can statements** to identify emerging, developing, and secure musical behaviours. Use the children's voices and peer reflection to talk through simple self-evaluation questions about what worked well and what could be improved. In ensemble playing, check who is developing a secure sense of pulse, with starts and stops together. Who is aware of high and low in their voices, especially in repeated choruses? Who is enjoying contrasting dynamics and vocal timbre? Who is using **musical vocabulary?** Collect **creative evidence**, such as artwork, movement responses, improvised ideas, or composed	I can show what a song is about using my singing voice and my hands. I can sing parts of a song on my own and express feelings with my voice. I can use puppets to share happy thoughts and feelings. I can practice with my friends to get ready for a show and perform our songs or rhymes for others. I can think about my feelings and my friends' feelings to help me sing with my whole heart.
Comments			

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