Year 3 : 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 3 Unit 1	Objectives	Assessment Support	I Can's
A Shining Performance (featuring Sparkle In The Sun)	1. Be confident with reading and playing G, A and B (doh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance	How well can children learn songs from memory, sing phrases clearly, and play instruments with rhythmic precision, good timing, and good sound quality? Are children aware of memorisation, dynamic contrast, accurate rhythmic responses, and peer feedback? Note collaboration skills during group composition, including communication, shared responsibility, and problem-solving. In children's compositions, listen for effective use of melody, rhythm and assess how well pieces match the "Glittering Night" theme. Monitor individual contributions, practice habits, and attention to detail. Provide verbal feedback during rehearsals and performances to encourage reflection on creative choices and musical execution.	I can point out the notes G, A, and B in a new song. I can compose my own music inspired by a story, a picture, or a feeling. I can add actions to songs and keep in time with my friends. I can look at a piece of music and point to the five lines (the stave) and the clef.
Comments			

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Year 3 Unit 2	Objectives	Assessment Support	I Can's
Sing And Move (featuring The King Of All Polar Bears and Five Gold Rings)	1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	Monitor children's engagement, confidence, collaboration skills and levels of participation during practice, performances, and discussions. Encourage peer feedback and reflective writing or drawing about learning and feelings. Assess understanding and execution of dynamics, accurate singing, blending within an ensemble and expression and following a conductor/leader	I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment. I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.
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Year 3 Unit 3	Objectives	Assessment Support	I Can's
Music And Video (featuring Be Safe Online)	1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	Do the children engage with confidence and understanding while singing and signing? Evaluate collaboration, contribution, and creativity in storyboard planning, notice sequencing and understanding of the message. Review rehearsal recordings for expression, clarity, and connection to lyrics. Encourage peer feedback. Evaluate how effectively the final video conveys online safety messages.	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 3 Unit 4	Objectives	Assessment Support	I Can's
You Gotta Try (featuring You Gotta Try)	1. Perform simple rhythmic and melodic patterns accurately and expressively, applying understanding of pulse, syncopation, dynamics, tempo, structure, and timbre. 2. Collaborate effectively within an ensemble (using voice, percussion, glockenspiel, and/or descant recorder) to rehearse, refine, and deliver a confident final performance.	Do the children have a secure pulse, rhythmic accuracy and ensemble awareness during warm-ups and performances? Listen for even quavers, confident syncopation, and balance between rhythmic layers. Assess group coordination, starting and stopping together, responsiveness to cues, and dynamic control. Review group compositions and graphic scores for contrast, structure, and ensure they are played in time. Use audio/video snippets to track progress. Encourage peer and self-feedback.	I can keep a steady pulse and recognise rhythm patterns. I can perform syncopated rhythms accurately on different instruments. I can sing and play notes with accurate pitch and rhythm. I can use changes in tempo and dynamics to make my performance expressive. I can perform my part confidently as part of an ensemble whilst others play their parts.
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Year 3 Unit 5	Objectives	Assessment Support	I Can's
Music And Sound (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 1)	1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	Can children describe tempo, pitch, and timbre using simple language and recognise differences between two musical pieces? Can children keep a steady beat through walking, clapping, or tapping? Monitor accuracy and fluency when playing B, A, and G, and listen for correct dynamics, tempo, and expressive delivery. Evaluate ensemble awareness, including timing, cohesion, and balance. Encourage reflective discussion about expressiveness and group support.	I can listen carefully to different pieces of music and identify similarities and differences, and start to describe the pieces in relation to timbre, tempo, structure, and dynamics. I know Vivaldi composed during the Baroque era. I can contribute ideas to my group's composition, creating a short melody or a repeating rhythm pattern, called an ostinato. I can help create a structure for our music by organising our ideas into different sections and notating them on a graphic score. I can rehearse with my group, helping to improve our piece by adjusting tempo and dynamics and choosing instruments with the right timbres. I can perform our composition confidently as part of an ensemble, using music and movement to communicate our theme to the audience.
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Year 3 Unit 6	Objectives	Assessment Support	I Can's
Sound Exploration (featuring RSNO's Sounds Of The Deep)	1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.	Can children apply tempo and dynamics? Note their confidence, teamwork, and group actions during the song chorus. Assess their ability to accurately describe pitch and timbre Use questioning and listening discussions to explore preferences and understanding. Encourage self-reflection on favourite moments and one thing learned. Use discussion prompts to gauge how music supported meaning and learning.	I can listen to different pieces of music and confidently use musical vocabulary linked to pitch, tempo, dynamics, and timbre to describe what I hear. I can respond to music in different ways, such as by creating artwork or using movement to show changes in the sound. I can make my own music, such as fanfares or sea shanties, using instruments, sounds, and my ideas about melody and pitch. I can notice changes in the music, such as tempo and dynamics, and use my voice, body, or instruments to show them. I can plan and perform a show using music, movement, and art to share a story or idea with my friends or audience.
Comments			

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