Year 5 : 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 5 Unit 1	Objectives	Assessment Support	I Can's
Shaping Music (featuring My Best Friend)	1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	Observe student participation and engagement in activities. Note the quality of musical discussion and the composition process. Encourage peer assessment through constructive feedback after group presentations. Ask individual children to identify what they have learnt, and check their understanding of a musical drone.	I can improvise confidently, reflecting the character of the backing music. I know how to write a piece of music with Music Notepad using an appropriate clef and adding details such as dynamics. I know what ternary form is. I can read and play melodies from written music, understanding how different notes (like crotchets and quavers) and time signatures (2/4, 3/4, 4/4) work together to create rhythm.
Comments			

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Year 5 Unit 2	Objectives	Assessment Support	I Can's
Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)	1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	Who can tackle a solo part? Who consistently sings in tune? Who begins to express the character of who or what they are singing about. Who can apply themselves to a different mood and feeling in contrast to a pantomime in weeks 1 and 2.	I can sing as part of an ensemble or choir, blending my voice with those around me. I can demonstrate how to sing in phrases and with feeling. I can perform confidently in a choir.
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Year 5 Unit 3	Objectives	Assessment Support	I Can's
Sounds Dramatic (featuring YuStudio A Spooky Story Project)	1. Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups.	Observe children navigating YuStudio independently or with minimal support. Check understanding of *pulse* by watching whether children can tap four steady beats. Listen to individual melodies to identify the correct notes in the minor scale, an ability to loop a working idea and mood-matching (does it sound spooky?) Listen for a secure understanding of beat placement and the accuracy of drum patterns. Can children layer melody, drums, and bass in a coherent way? Develop peer-feedback questions: "How does the bass change the mood?" Save short audio exports of loops for evidence of progress. Capture photos of storyboards, timelines, and mixing decisions.	I can create melodies, drum beats, and bass lines using YuStudio. I can hear the difference between major and minor chords. I can experiment with sound effects to enhance my composition. I can plan and write a story that guides my musical choices. I can record and layer musical elements to build a complete track. I can perform and evaluate my work, reflecting on areas for improvement.
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Year 5 Unit 4	Objectives	Assessment Support	I Can's
Decoding Sound And Notation (featuring Heal The Earth)	1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	Can children tap, clap or move steadily with the track? Listen for accuracy when echo-singing phrases from *Heal The Earth*. Give children quick identification tasks (e.g., "point to the E on your stave strip"). Are children finding notes independently, using correct posture? playing gently with a finger/ beater? Record evidence for tracking progress over time. Can children create short phrases that stay within the pulse and end on F? Can children identify when notes move up, down, or stay the same? In the **ensemble blend,** are the parts balanced? Can all lines be heard appropriately? Are children following the visual score correctly, including dynamic markings?	I can listen carefully to different pieces of music and identify their key features, purpose, and emotional impact. I can read and play notated melodies accurately using classroom instruments. I can explore musical contrasts, including dynamics, tempo changes, and note articulation. I can compare pieces of music, discussing similarities and differences in style and structure. I can work collaboratively to perform melodies and instrumental parts with control and expression.
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Year 5 Unit 5	Objectives	Assessment Support	I Can's
Carnival Time 1 (featuring Samba Course - Part 1)	1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.	Can the child keep a pulse? Follow cues? Maintain part within the ensemble? Can they echo a rhythm accurately? Do they watch and follow the leader's cues? Can they enter and stop at the correct time? Are they playing at an appropriate dynamic? Can children **recognise and perform** a call-and-response structure? Are they able to **swap instruments** and remember patterns? Note individual progress linked to **I Can Statements**.	I can perform samba rhythms accurately using body percussion and instruments. I can demonstrate ensemble awareness by listening and responding to others while performing. I can hold my own rhythm steady and in time while playing with the group. I can follow hand signals and cues to maintain timing and coordination. I can create my own call-and-response patterns and contribute to a group composition. I can perform confidently in front of an audience, reflecting on my musical skills and creative decisions.
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Year 5 Unit 6	Objectives	Assessment Support	I Can's
Music Speaks (featuring YuStudio Hip Hop Project)	1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.	Do children successfully create beats? Can children address specific challenges, such as "Why did you place the snare there?" or "What effect does changing the tempo have?" Do they understand key terms like bar, loop, and tempo? Encourage children to listen to each other's work and give constructive comments. Watch how children navigate Yustudio, create tracks, and interact with tools. Note confidence, technique, and engagement. Ask targeted questions about rhythm, melody, harmony, and effects to check understanding. Assess the final Grime track against key criteria (rhythm, harmony, melody, arrangement, effects, dynamics).	I can set up a project in a suitable hip-hop key and program a foundational drum beat using kicks, snares, and hi-hats. I can compose a chord sequence, original melodies and basslines that fit a chosen key using virtual instruments and the piano roll. I can import audio samples and apply sound effects like risers, EQ, and delay to enhance my track. I can arrange my composition by looping, duplicating, and removing sections to build an engaging song structure. I can mix my track by adjusting the volume of each element to create a clear and balanced final sound. I can take creative control over my music, making artistic decisions to produce and save a complete hip-hop track.
Comments			

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