Year 6 : 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.

© Copyright 2026 Charanga Ltd

Year 6 Unit 1	Objectives	Assessment Support	I Can's
Discovering Grime (featuring YuStudio Grime Project)	1. Identify Grime's origins and key features. Use music technology to create a complete track by layering drum sounds, synths, and vocals, and applying terms like tempo before final mixing. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	Can the children independently create beats, add instruments, and use software? Do the children have a confident technique and a high level of engagement? Ask targeted questions about tempo, rhythm, melody, harmony, and effects to check understanding and vocabulary. Encourage peer listening, constructive feedback, and an explanation of individual creative choices. Monitor progress throughout the short tasks and step-by-step checks of drums, basslines, rap, effects, and mix. Assess final tracks for creativity, technical skill, structure, and use of key elements.	I can explore Grime music and create my own beats by understanding its origins and key features, and by layering drum sounds using tempo, bars, and loops. I can develop my Grime track by using a synthesiser, adding rap vocals, creating an intro, using sound effects, and adjusting the mix. I can make creative decisions and perform my music by developing my own ideas, presenting my compositions, and reflecting on my musical choices.
Comments			

© Copyright 2026 Charanga Ltd

Year 6 Unit 2	Objectives	Assessment Support	I Can's
Express, Inspire, and Perform (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)	1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	Use formative assessment throughout lessons by observing participation, engagement, and involvement in discussions. Note who sings in tune, manages solo parts, and expresses character, mood, and feeling in performance. Look for commitment, enthusiasm, and the ability to contrast different performance styles. Monitor progress in applying learning across weeks. Ask individual children to identify what they have learned to support reflection and assess understanding.	I can give examples of how a performance can be improved by how and where we stand on the stage. I am confident performing songs in two or more parts. I can demonstrate how to walk onto and off the stage and respond to the audience.
Comments			

© Copyright 2026 Charanga Ltd

Year 6 Unit 3	Objectives	Assessment Support	I Can's
Music Reimagined (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3)	1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	Look for children's participation, engagement, commitment, and enthusiasm during activities. Check children's understanding and effective use of YuStudio in lessons 1 and 2. Talk with pupils to explore how they describe the composing processes they used. Note who experiments confidently with composing tools and techniques. After performances, simple feedback forms that focus on enjoyment and areas for improvement may be helpful in recording responses. Ask individual children to identify what they have learned to support reflection and assess understanding.	I can listen to different pieces of music and discuss how they represent themes such as climate change. I can use digital software (YuStudio) to arrange musical loops and samples to begin composing. I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics. I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape. I can complete, save, and share my finished digital music composition with others.
Comments			

© Copyright 2026 Charanga Ltd

Year 6 Unit 4	Objectives	Assessment Support	I Can's
Musical Sketches (featuring Roll Alabama)	1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	Observe pupils' ability to keep a steady pulse, identify instruments, and describe rhythms. Assess collaborative learning, critical thinking, and musical understanding during listening and comparison tasks, including recognition of changes in pulse, timbre, dynamics, and structure. Evaluate composition choices in Music Notepad for correct use of 4/4 time, B♭ major scale, structure, and dynamic contrast. Monitor ensemble skills through keeping in time and singing accurately. Use quick verbal checks to assess understanding. Collect evidence of achievement through drafts, recordings, exit tickets, and peer feedback, noting emotional storytelling and musical expression.	I can listen to music and identify its melodic, rhythmic, and dynamic features. I can create short musical sketches using Music Notepad. I can notate my musical ideas clearly to share with others. I can perform my composition confidently, using dynamics and appropriate articulations. (Staccato, Legato for example) I can reflect on my own and others' work to improve my compositions.
Comments			

© Copyright 2026 Charanga Ltd

Year 6 Unit 5	Objectives	Assessment Support	I Can's
Music Remixed (featuring Dragon Beats)	1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	Can children create a steady drumbeat, fit basslines rhythmically, and balance layers effectively? Use listening checks and questioning to assess understanding of how layers interact, mood changes, and purposeful editing choices. Evaluate saved YuStudio projects and final remixes, checking for structure, inclusion of drums, bass, melody, original loops, and clear beginnings and endings. Monitor whether changes are intentional and improvements are explained. Encourage peer feedback using sentence stems and reflective responses on progress and next steps. Collect evidence through saved files, audio exports, teacher notes, and performance-based assessments to track rhythmic accuracy, musical structure, creativity, and understanding.	I can create my own drumbeat, bassline, and melody to build a track in YuStudio. I can select, add, and remix loops from the original song to use in my own work. I can arrange the different parts and layers of my track to create a complete song structure. I can make creative decisions to change and improve my remix, such as adjusting instrument sounds. I can share my final remix and discuss my own work and others' work.
Comments			

© Copyright 2026 Charanga Ltd

Year 6 Unit 6	Objectives	Assessment Support	I Can's
The Grand Finale (featuring La Bamba)	1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.	Look for high levels of participation, confidence, and ensemble listening in all the children. Are the children rhythmically accurate? Do the children understand the song's meaning and cultural context? Use **recordings** to track rehearsal progress and progress over time Do children use appropriate musical vocabulary?	I can sing La Bamba and other selected songs accurately, keeping in time and in tune. I can sing rounds and partner songs with confidence and coordination. I can perform solo or small ensemble lines, blending effectively with others. I can contribute to a group performance with appropriate expression, dynamics, and style. I can create my own original lyrics or an instrumental part to contribute to a class performance. I can reflect on our musical performance and identify strengths in areas such as rhythm, style, and stage presence.
Comments			

© Copyright 2026 Charanga Ltd