

Assessment Tasks in Music

EYFS, KS1 & KS2

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‘Accent’ – Halton & Warrington Music Education Hub

Westbrook Old Hall Primary

These tasks have been designed to show musical attainment and record progress over time. It is hoped that they will provide a ‘musical’ assessment experience, practical in nature and not just assessment for assessment’s sake. The tasks are linked to key ‘I can Statements’ found in the *Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley*

The topics covered here will be added to over time and reflect aspects of the creative curriculum delivered within Westbrook Old Hall Primary school. Each school will be different and should adapt and access these resources accordingly. The demonstration tracks and video guidance will hopefully support all colleagues and enable successful delivery.

John Oates has worked as a primary school teacher and music specialist since 1991. In 2001 he became an AST for Primary Music supporting schools within Warrington before his current position as Leading Practitioner for Primary Music within ‘Accent’ Halton & Warrington Music Education Hub.

All resources can be accessed by following the link below and clicking on Assessment in Music.

www.westbrookoldhall.co.uk/music

Music Assessment Task – EYFS

Topic - Toys

This assessment task and related activities will allow EYFS teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can follow the tune broadly using a few different pitches.

Playing – (tuned and un-tuned percussion) I can keep a steady pulse with some accuracy when playing instruments.

Composing – I can broadly control changes in sound when creating music.

Notating – I can make my own symbols for my sounds.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Discuss toys with the children and the sounds that certain toys can make.
2. Listen to sounds created by toys, recognise changes in the sounds made and listen for pattern and repetition.
3. The children should then have time to explore, try out and change sounds when using the voice and percussion instruments to help them form and create sound ideas for a toy.
4. Linking to general work on pattern, stress the importance of sound patterns and repetition. Demonstrate patterns using the voice and percussion instruments or by singing and listening to well-known nursery rhymes such as 'London Bridge.'
5. Ask the children to suggest symbols for the sound patterns they create – use whiteboards to record ideas – point out how the sound patterns should be reflected in the symbol patterns.
6. Teach the song 'I have a toy!' written by John Oates – This song may be taught from the beginning of this unit - the children must know it well before the assessment takes place. The song uses 4 different pitches – doh ray me soh – and has a simple rhythm. Please refer to recordings of the song, sheet music and video guidance (how to teach the pitch and rhythmic aspects of the song)

at www.westbrookoldhall.co.uk/music . These resources will be added to over time.

7. Whilst singing along to the song the children should be encouraged to tap the pulse (like your heart beat, a regular duration that can get faster or slower) and the rhythm of the words.
8. Allow the children time to explore the instruments, encourage them to find new ways of making sounds and to make patterns. As they practice making sounds for a toy ask them to sing the song too and make and record symbols on whiteboards to match their music. (Sound before symbol!)
9. When you feel the children understand the task fully and are confident in making sound patterns and singing the song it is time to assess them.

The Assessment

The assessments can be recorded using an iPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in pairs or groups of three. Sit the children in a position where you can record them easily. Ask the children in focus to sing the song together either with or without the demonstration version found at www.westbrookoldhall.co.uk/music, once the group has sung the song they should then be invited to play their toy sound patterns individually using percussion instruments. Notated evidence of the patterns created should be recorded also. The children can also be asked to tap the pulse of the song and to match the rhythm of the melody.

Further Support

You can access further 'free' music documents from www.sanguaypublishing.co.uk.

Music Assessment Task – Year 1

Topic – Aliens (What do Aliens think of life on planet Earth?)

This assessment task and related activities will allow Year 1 teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can sing in tune using a limited range of pitches.

Playing – (tuned and un-tuned percussion) I can perform with a good sense of pulse and rhythm.

Composing – I can change and combine sounds when creating music and show more understanding.

Notating – I can use graphic notations to show how pitch has shape.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Discuss space travel with the children, read stories, look at pictures and listen to music related to the planets and stars.
2. Talk to the children about how sound in nature can be used to send a message – such as a bird cry. Or how drums have been used to communicate across distances. You could then move onto Morse Code and how long and short sounds can spell out words.
3. The children should focus upon the beauty of The Earth and how it might seem to a space traveller. What message would they send back to their home world?
4. Using tuned or un-tuned percussion instruments (such as claves or shaker eggs) the children should explore and make simple rhythms using long and short sounds. The children can use vocal sounds with their rhythms such as 'ta' for a long sound and 'te' for a short sound. Video guidance can be found at www.westbrookoldhall.co.uk/music
5. Ask the children to suggest symbols for sounds patterns created – use whiteboards to record ideas – point out how the sound patterns are reflected in the symbol patterns.

Music Assessment Tasks – EYFS, KS1 & KS2

6. Teach the song 'Travelling in My Space Ship' written by John Oates – This song may be taught from the beginning of this unit - the children must know it well before the assessment takes place. The song uses 6 different pitches – doh ray me fah soh lah – and generally moves by step. Please refer to recordings of the song, sheet music and video guidance (how to teach the pitch and rhythmic aspects of the song) at www.westbrookoldhall.co.uk/music . These resources will be added to over time.
7. Whilst singing along to the song the children should be encouraged to tap the pulse (like your heart beat, a regular duration that can get faster or slower) and tap the rhythm of the words.
8. Allow the children time to explore the instruments, encourage them to find new ways of making sounds and to make patterns. As they practice making sounds for their Alien messages encourage them to sing the song too and make and record symbols on whiteboards to match the music they create. (Sound before symbol!)
9. When you feel the children understand the task fully and are confident in making sound patterns and singing the song it is time to assess them.

The Assessment

The assessments can be recorded using an iPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in pairs or groups of three. Sit the children in a position where you can record them easily. Ask the children in focus to sing the song together either with or without the demonstration version found at www.westbrookoldhall.co.uk/music , once the group has sung the song they should then be invited to play their alien message patterns individually using tuned or un-tuned percussion instruments. Notated evidence of the patterns created should be recorded also. The children can also be asked to play the pulse along to the song and tap out the rhythm of the melody.

Further Support

You can access further 'free' music documents from www.sanquaypublishing.co.uk.

Music Assessment Task – Year 2

Topic – What is it like in outer space?

This assessment task and related activities will allow Year 2 teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can sing in tune using a limited range of pitches.

Playing – (tuned and un-tuned percussion) I can perform with a good sense of pulse and rhythm.

Composing – I can change and combine sounds when creating music and show more understanding.

Notating – I can use graphic notations to show how pitch has shape.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Discuss space travel with the children, read stories, look at colourful pictures showing planets, stars, nebulae and galaxies. Listen to music related to the planets and stars such as The Planets by Holst.
2. The children should focus upon the wonder of space and how it might seem to a space traveller. How might it be described in sound? Choose an image for the children to focus upon and discuss sounds that come to mind from the colours and shapes they see. The children might be interested to know that composers sometimes relate sound to colour as in the works of the French composer Olivier Messiaen.
3. Using tuned and un-tuned percussion instruments the children should explore sound ideas to represent an aspect of space by making use of changes in pitch (high/low), duration (long/short) and dynamics (loud/quiet). Direct the children to create patterns in sound and to form a structure using two sound ideas, sound idea A and sound idea B. The children should arrange their two sound ideas into a structure such as A B A or A A B B. Give the children plenty of time to explore the instruments and always encourage them to find new ways of making sounds with them.

Music Assessment Tasks – EYFS, KS1 & KS2

4. Ask the children to suggest symbols for sounds patterns created – use whiteboards to record ideas – point out how the sound patterns are reflected in the written symbols.
5. Teach the song 'In My Rocket' written by John Oates – This song may be taught from the beginning of this unit - the children must know it well before the assessment takes place. The song uses 4 different pitches – doh ray me fah and generally moves by step. Please refer to recordings of the song, sheet music and video guidance (how to teach the pitch and rhythmic aspects of the song) at www.westbrookoldhall.co.uk/music . These resources will be added to over time.
6. Whilst singing along to the song the children should be encouraged to tap the pulse (like your heart beat, a regular duration that can get faster or slower) and tap the rhythm of the words.
7. Allow the children time to create a soundscape based upon a picture of space. This soundscape should have two sound ideas and may incorporate the song also. As they practice creating their sound ideas encourage the children to keep the song in mind and to make and record symbols on whiteboards. (Sound before symbol!)
8. When you feel the children understand the task fully and are confident in making their soundscapes and singing the song it is time to assess them.

The Assessment

The assessments can be recorded using an iPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in pairs or groups of three. Sit the children in a position where you can record them easily. Ask the children in focus to sing the song together either with or without the demonstration version found at www.westbrookoldhall.co.uk/music , once the group has sung the song they should then be invited to play their space soundscapes individually or within a group. Notated evidence of the patterns created should be recorded also. The children can also be asked to play the pulse along to the song and tap out the rhythm of the melody.

Further Support

You can access further 'free' music documents from www.sanguaypublishing.co.uk.

Music Assessment Task – Year 3

Topic – Play scripts

This assessment task and related activities will allow Year 3 teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can sing with mostly accurate tuning, control of breathing and with clear diction.

Playing – I can play instruments confidently and fluently keeping an appropriate pulse.

Composing – I can create simple rhythmic patterns, melodies and accompaniments.

Notating – I can use basic musical symbols to show changes in rhythm and pitch.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Teach the children the song 'I want to be a writer' using the demonstration track and sheet music found at www.westbrookoldhall.co.uk/music. Ensure the children are singing clearly and taking breaths in the correct places.
2. Demonstrate the pulse of the song and ask the children to create a body tapping pattern to go with it such as - head head knees hands. The children can also count the 4 beats of each bar as the song is being listened to. Use percussion instruments to mark the rhythm of the melody. Highlight the rhythm of the section 'writing my very best song.' Invite a group of children to repeat this section over and over (ostinato) as the song is sung by the rest of the class.
3. Notate the rhythm for the phrase 'writing my very best song' on the whiteboard. Invite the children to tap this rhythm and say it using the rhythm sounds ta and te. The children can then create their own short rhythms and notate upon a whiteboard. See video guidance at www.westbrookoldhall.co.uk/music
4. Teach the children to sing the instrumental part for the song by using the demonstration track and the sheet music available. Help the children to see how the pitch rises and falls, ask them to use their hands to show this. Allow

Music Assessment Tasks – EYFS, KS1 & KS2

the children several weeks to practice playing this instrumental part using tuned percussion.

5. Before beginning the assessment make sure the children have had many opportunities to sing the song, sing the instrumental part and play the instrumental part in time with the song. Work on pulse should be reinforced all the time so that the children begin to play in the correct place and keep in time.

The Assessment

The assessments can be recorded using an IPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in pairs or groups of three. Sit the children in a position where you can record them easily. Ask the children in focus to sing the song together either with or without the demonstration version found at www.westbrookoldhall.co.uk/music , once the group has sung the song they should then be invited to play the tuned percussion part as an accompaniment to the song. Notated evidence of the rhythmic patterns created should be recorded also.

Further Support

You can access further 'free' music documents from www.sanquaypublishing.co.uk.

Music Assessment Task – Year 4

Topic – Ancient Egypt

This assessment task and related activities will allow Year 4 teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can sing with mostly accurate tuning, control of breathing and with clear diction.

Playing – I can play instruments confidently and fluently keeping an appropriate pulse.

Composing – I can create simple rhythmic patterns, melodies and accompaniments.

Notating – I can use basic musical symbols to show changes in rhythm and pitch.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Teach the children the song 'In Ancient Egypt' using the demonstration track and sheet music found at www.westbrookoldhall.co.uk/music. Ensure the children are singing clearly and taking breaths in the correct places.
2. Demonstrate the pulse of the song and ask the children to create a body tapping pattern to go with it such as - head head knees hands. The children can also count the 4 beats of each bar as the song is being listened to. Use percussion instruments to mark the rhythm of the melody. Highlight the rhythm of the section 'pyramids were built using blocks of stone.' Invite a group of children to repeat this section over and over (ostinato) as the song is sung by the rest of the class.
3. Notate the rhythm for the phrase 'pyramids were built using blocks of stone' on the whiteboard. Invite the children to tap this rhythm and say it using the rhythm sounds ta and te. The children can then create their own short rhythms and notate upon a whiteboard. See video guidance at www.westbrookoldhall.co.uk/music
4. Listen to the 'Ancient Egypt Long Ago' track. Teach the children to sing the vocal part and get them to count the beats in-between the sung phrases. As the track progresses direct the children to listen to the instrumental section

Music Assessment Tasks – EYFS, KS1 & KS2

following the sung section. Over many plays of this track invite the children to sing and tap this instrumental section as well as singing the voice part.

5. Show the children the music notation for Ancient Egypt Long Ago and point out the structure of voice followed by an 8 beat gap for the instrumental section. (www.westbrookoldhall.co.uk/music)
6. Explain to the children that they are to create their own instrumental sections to follow the singing. They will use a pentatonic, 5 note scale including the notes C D E G A on a tuned percussion instrument. Demonstrate how they can improvise their instrumental part initially before fixing it and writing it down. This will work best if the backing track is played in the background and the children are encouraged to count the beats in-between the vocal sections. Once this counting is established the teacher should demonstrate an improvised instrumental phrase using the tuned percussion and keeping in time with the backing track.
7. Discuss the outcome of this improvisation with regards starting and ending notes and how starting or ending high or low impacts upon the melodic outcome. (See www.westbrookoldhall.co.uk/music for video guidance)
8. The children should be given plenty of time playing along to the backing track to allow them to play in time and devise suitable instrumental parts.

The Assessment

The assessments can be recorded using an iPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in pairs or groups of three. Sit the children in a position where you can record them easily. Ask the children in focus to sing the song Ancient Egypt Long Ago and then perform their instrumental section, on their own, to the demonstration version found at www.westbrookoldhall.co.uk/music. Notated evidence of the rhythmic patterns and their instrumental sections should be recorded also.

Further Support

You can access further 'free' music documents from www.sanguaypublishing.co.uk.

Music Assessment Task – Year 5

Topic – Ancient Civilisation – Shang Dynasty

This assessment task and related activities will allow Year 5 teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can maintain an independent part in a group when singing.

Playing – I can maintain an independent part in a group when playing.

Composing – I can create music with a structure and make use of musical devices, timbres, textures and techniques.

Notating – I can follow basic musical notation when working as a musician.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Teach the children the song 'Chinese Dragon' using the demonstration track and sheet music found at www.westbrookoldhall.co.uk/music. Ensure the children are singing clearly and taking breaths in the correct places.
2. Once the children can sing the melody to Chinese Dragon introduce the second vocal part by making use of the audio track available. Over time combine the two vocal parts making use of confident children and the backing tracks for support. Allow the children to view and use the notation whilst working as a musician.
3. Before introducing the instrumental parts ensure the children can mark the pulse accurately and also count the 4 beats of each bar as the song is being listened to. Use percussion instruments to mark the rhythm of the melody and the regular pulse. The children should also be encouraged to sing the note names of the two vocal parts to help internalise them. See video guidance at www.westbrookoldhall.co.uk/music
4. The children should now be given the opportunity to rehearse and play the two vocal parts (Melody & Vocal Part 2) on tuned percussion. Later the children can work in small groups to combine these instrumental parts with singers and someone keeping the pulse.
5. Keeping in time to the pulse will be an issue at first when the children attempt to play different instrumental parts together and/or sing different parts at the

Music Assessment Tasks – EYFS, KS1 & KS2

same time. Make use of the backing track as a reference point for the children. No matter what part each child has they can all perform to the backing track at any time during the lesson. You may wish to do this part by part.

6. Once the children are confident swapping between parts within their groups you can then introduce improvisation into the music. Using a G pentatonic scale (G A B D E) invite the children to create their own repeated patterns to add to their group performances. This activity should be dealt with in isolation first with the children improvising along with the backing track. Direct the children to keep in time and listen to the impact of their starting and ending notes. (See www.westbrookoldhall.co.uk/music for video guidance)
7. The children should be given ample time to arrange their performances. What will their structure be? How will they layer their sounds? Improvised patterns should be recorded by the children.

The Assessment

The assessments can be recorded using an iPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in groups of three, four or five. Sit the children in a position where you can record them easily. Ask the children in focus to perform their arrangement of 'Chinese Dragons' along to the backing track. The children can swap roles within their performance as an additional challenge. Notated evidence of the improvised patterns should be recorded also.

Further Support

You can access further 'free' music documents from www.sanquaypublishing.co.uk.

Music Assessment Task – Year 6

Topic – The Romans - Pompeii

This assessment task and related activities will allow Year 6 teachers to assess the children's musical ability with regards singing, playing, composing and notation.

I Can Statements

It will be possible to make judgements regarding the following:

Singing – I can maintain an independent part in a group when singing.

Playing – I can maintain an independent part in a group when playing.

Composing – I can create music with a structure and make use of musical devices, timbres, textures and techniques.

Notating – I can follow basic musical notation when working as a musician.

These statements have been extracted from the Assessment and Progression Framework published by the ISM (Incorporated Society of Musicians) and written by Dr Alison Daubney and Professor Martin Fautley. www.ism.org

In Preparation

The children will require a few weeks preparation prior to the actual assessment – here are several activities.

1. Teach the children the song 'Pompeii' use the demonstration track and sheet music found at www.westbrookoldhall.co.uk/music. Ensure the children are singing clearly and taking breaths in the correct places.
2. Once the children can sing the melody of 'Pompeii' confidently inform them that this song can be sung as a '3-part round.' The second group begins singing when the first group reaches bar 5 and the third group sings when the second group reaches bar 5. Allow the children to view and use the notation whilst working as a musician.
3. Before introducing the instrumental parts ensure the children can mark the pulse accurately and also count the 4 beats of each bar as the song is being listened to. Use un-tuned percussion instruments to mark the rhythm of the melody and the regular pulse. The children should also be encouraged to sing the note names of the instrumental parts to help internalise them. See video guidance at www.westbrookoldhall.co.uk/music
4. The children should now be given the opportunity to rehearse and play the melody and instrumental part 1 on tuned percussion. Later the children can work in small groups to combine these instrumental parts with singers and someone keeping the pulse.
5. Keeping in time to the pulse will be an issue at first when the children attempt to play different instrumental parts together and/or sing different parts at the

Music Assessment Tasks – EYFS, KS1 & KS2

same time. Make use of the backing track as a reference point for the children. No matter what part each child has they can all perform to the backing track at any time during the lesson. You may wish to do this part by part.

6. Once the children are confident swapping between parts within their groups you can then introduce improvisation into the music. Using a C pentatonic scale (C D E G A) invite the children to create their own repeated patterns to add to their group performances. This activity should be dealt with in isolation first with the children improvising along with the backing track. Direct the children to keep in time and listen to the impact of their starting and ending notes. (See www.westbrookoldhall.co.uk/music for video guidance)
7. The children should be given ample time to arrange their performances. What will their structure be? How will they layer their sounds? Improvised patterns should be recorded by the children.

The Assessment

The assessments can be recorded using an iPad with the evidence stored in accordance to school procedures and used as evidence to show ability and progression over time.

The children can be assessed against the 'I Can Statements' in groups of three, four or five. Sit the children in a position where you can record them easily. Ask the children in focus to perform their arrangement of 'Pompeii' along to the backing track. The children can swap roles within their performance as an additional challenge. Notated evidence of the improvised patterns should be recorded also.

Further Support

You can access further 'free' music documents from www.sanquaypublishing.co.uk.