

## ASSESSMENT IN MUSIC AT KEY STAGE 1 & 2

Teachers attending the best practice forums have been discussing assessment. The following notes and examples are some of the issues discussed.

"Recording every aspect of each child's progress is neither necessary nor desirable. Records should be selective and brief. Significant achievement or weakness may be noted and may serve as a basis for planning appropriate future challenges and possibly form part of an annual report." (Teacher's guide to the QCA Scheme of Work for Music.)

In the QCA schemes of work, and the published scheme of work called Music Express (assessment sheets available on the A & C Black web site) expectations are expressed as:  
At the end of this unit

- Most children/pupils will be able to:
- Some children will not have made so much progress and will be able to:
- Some children will have progressed further and will be able to:

It was agreed that these expectations (that are closely related to the level descriptors) are the way we should be assessing children's work, by deciding which of the three descriptors each child fits best.

This, together with notes of significant achievements or weaknesses, should provide an adequate record.

Some teachers/schools may wish to express attainment in terms of the relevant national curriculum levels. (This is not compulsory until Year 9, although many secondary schools start using levels from Year 7) In determining the level description that best fits a child's work in music, it is important to take an overall view across all aspects of his or her work in music. The level descriptions describe the type and range of performance that children working at a particular level should characteristically demonstrate.

### METHODS OF ASSESSMENT

Methods of assessment should vary according to what is required. They can include:

Observation of process	Sound recordings
Observation of performance	Visual recordings - photographs
Pupils' self-assessment	Written evidence - graphic/conventional scores and the written language
Oral questioning	
Evaluation questionnaires	
Annual report to parents on the child's progress and attainment	