FUTURE YARD SCHOOLS

ASSESSMENT + EVIDENCE

KEY STAGE ONE

Use this guide to support in-class assessment of progress. The three bands, ‘Debut’, ‘Studio’ and ‘Stage’, increase in demand and can be applied flexibly, either to reflect different ability levels or classes or to show progression across year groups in the key stage.

TURN UP THE VOLUME

THE FUTURE SOUNDS AMAZING

SAMPLE

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KEY STAGE ONE DEBUT

STRAND	EMERGING	DEVELOPING	ADVANCING	GREATER DEPTH
PERFORMING	Can join in with singing or playing with support.	Can copy simple rhythms or sounds.	Can perform simple patterns with some control and confidence.	Can perform clearly and keep a steady pulse with growing independence.
LISTENING	Can notice different sounds.	Can identify changes in sound (loud/quiet, fast/slow).	Can recognise different instruments or voices.	Can respond to changes in music through movement, playing, or discussion.
APPRAISING	Can say if they like or dislike a sound.	Can describe music using simple words (loud, quiet, fast, slow).	Can talk about what they hear using basic musical language.	Can explain why they like certain sounds or pieces.
COMPOSING	Can explore sounds with support.	Can make simple sound patterns or choices.	Can create short patterns using voice or instruments.	Can make simple musical choices to express an idea or feeling.

SAMPLE

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KEY STAGE ONE STUDIO

STRAND	EMERGING	DEVELOPING	ADVANCING	GREATER DEPTH
PERFORMING	Can perform simple parts with support.	Can keep a steady pulse and follow simple patterns.	Can perform with control, keeping in time with others.	Can perform confidently, showing awareness of timing and group playing.
LISTENING	Can recognise simple changes in music.	Can identify instruments and basic musical features.	Can listen and respond to others when playing together.	Can adjust their playing or singing to match the group.
APPRAISING	Can describe what they hear using simple words.	Can say what they like and give a simple reason.	Can describe music using basic musical vocabulary.	Can suggest simple improvements or ideas about music.
COMPOSING	Can create simple patterns with support.	Can make choices about sounds and instruments.	Can create short pieces with a clear idea or structure.	Can combine sounds to create a simple musical idea with purpose.

SAMPLE

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KEY STAGE ONE STAGE

STRAND	EMERGING	DEVELOPING	ADVANCING	GREATER DEPTH
PERFORMING	Can perform a simple part with guidance.	Can keep in time and follow simple structures.	Can perform confidently as part of a group.	Can perform with control, awareness, and simple expression.
LISTENING	Can follow musical changes with support.	Can recognise patterns and changes in music.	Can listen and respond to others in ensemble playing.	Can anticipate changes and help maintain group cohesion.
APPRAISING	Can describe music using simple vocabulary.	Can explain what they like and why.	Can describe how music creates a mood or feeling.	Can give thoughtful feedback and suggest improvements.
COMPOSING	Can suggest simple ideas with support.	Can create short musical patterns or phrases.	Can develop ideas into a simple structured piece.	Can make creative choices that shape and improve their music.

SAMPLE

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QUICK EVIDENCE GUIDE

Performing

- Watch if pupils can perform their part as the class song moves through its sections.
- Notice whether they keep a steady pulse and respond to changes such as loud/quiet or solo/all together.
- Look for pupils who play or sing confidently and help the group stay together.

Listening

- See if pupils listen for cues that signal changes between sections of the song.
- Notice whether they adjust their volume, speed, or playing to match the group.
- Check if they can stay focused on the group sound as the music moves from beginning to middle to end.

Appraising

- Listen for pupils using simple musical words such as loud, quiet, fast, slow, or together.
- Notice if they can describe how different sections of the song feel or sound different.
- See if they can suggest simple ways the group performance could improve.

Composing / Improvising

- Watch if pupils help organise musical ideas into a clear beginning, middle, and end.
- Notice whether they experiment with louder or quieter sounds to add contrast.
- See how they contribute ideas that help shape the overall class song.

How to use:

Collect evidence by observing pupils during rehearsal and performance of the class song. Listening to short sections of group playing can show how well pupils maintain pulse, respond to structure, and contribute ideas. Photos, recordings, or notes about input can capture how composition develops and how pupils collaborate.

SAMPLE

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