FUTURE YARD SCHOOLS

ASSESSMENT + EVIDENCE

KEY STAGE TWO

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 TWO DEBUT

STRAND	EMERGING	DEVELOPING	ADVANCING	GREATER DEPTH
PERFORMING	Can join in with support in group performance.	Can perform simple parts with growing accuracy.	Can perform confidently in time with others.	Can perform with control, expression, and awareness of ensemble.
LISTENING	Can follow basic musical cues.	Can recognise changes in music (tempo, dynamics, structure).	Can listen and adjust their part in a group.	Can respond quickly and accurately to changes in ensemble performance.
APPRAISING	Can say what they like or dislike about music.	Can describe music using simple musical vocabulary.	Can explain how music changes or creates effect.	Can evaluate music and suggest improvements with reasoning.
COMPOSING	Can contribute simple ideas with support.	Can create short musical ideas or patterns.	Can develop ideas into a simple structured piece.	Can create and refine ideas to improve overall musical outcome.

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KEY STAGE TWO STUDIO

STRAND	EMERGING	DEVELOPING	ADVANCING	GREATER DEPTH
PERFORMING	Can perform a part with guidance.	Can perform accurately as part of a group.	Can perform confidently with awareness of ensemble balance.	Can perform expressively and help lead group cohesion.
LISTENING	Can recognise simple musical features.	Can identify structure, dynamics, and instrumentation.	Can listen critically and adjust performance accordingly.	Can anticipate changes and influence group performance positively.
APPRAISING	Can describe what they hear.	Can explain preferences using musical vocabulary.	Can explain how musical choices affect mood or style.	Can evaluate performances with detail and justified opinions.
COMPOSING	Can suggest ideas with support.	Can create and develop short musical ideas.	Can structure musical ideas into a coherent piece.	Can refine and improve ideas creatively for impact and effect.

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KEY STAGE TWO STAGE

STRAND	EMERGING	DEVELOPING	ADVANCING	GREATER DEPTH
PERFORMING	Can perform with support in ensemble settings.	Can perform confidently and accurately in group contexts.	Can perform with control, expression, and ensemble awareness.	Can lead or significantly influence ensemble performance with confidence and style.
LISTENING	Can follow musical direction with support.	Can identify and describe musical structures and features.	Can listen critically and make adjustments in real time.	Can analyse ensemble performance and support improvement through listening.
APPRAISING	Can express basic opinions about music.	Can explain musical choices and their effects.	Can evaluate performances using musical vocabulary and reasoning.	Can critically evaluate and justify improvements with depth and insight.
COMPOSING	Can contribute ideas to group work.	Can develop and combine musical ideas.	Can create structured and purposeful compositions.	Can innovate and refine compositions for strong musical impact and intention.

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QUICK EVIDENCE GUIDE

Performing

- Watch if pupils can perform their part confidently within their small band.
- Notice if they keep in time, maintain pitch, and follow changes in dynamics, articulation, or section transitions.
- Look for pupils who add expressive elements, body language, or help others maintain their part.

Listening

- See how pupils respond to cues, tempo, dynamics, and articulation changes during rehearsal or performance.
- Notice if they adjust their playing or singing to fit the ensemble and maintain cohesion.
- Check whether they can hear how melody, rhythm, and dynamics work together to create a connected, expressive performance.

Appraising

- Listen for pupils explaining which sections of the performance they liked or why.
- Notice if they can give simple suggestions to improve timing, dynamics, or expression.
- See if they can reflect on their own and others' contributions to the overall performance.

Composing / Improvising

- Watch if pupils suggest short ideas for dynamics, articulation, or movement to enhance the song.
- See how they combine their ideas with others to improve ensemble cohesion.
- Notice if they make creative choices that add expression, texture, or stage presence to the performance.

How to use:

Collect evidence by observing group rehearsal and performance, listening to individual contributions, and asking pupils to explain their musical or expressive choices. Recording a short section of the band performing is a simple way to capture progress in performing, listening, appraising, and collaborative improvisation.

SAMPLE

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