



Music Masters

Curriculum and Assessment Framework

for Music Masters Teachers

The Assessment Framework

This provides a system for teachers to assess and record students' learning of musical skills as well as non-musical outcomes, giving teachers evidence to use when writing end-of-year reports and supporting the wider operations of the Music Masters charity.

As music teachers, you are constantly making judgements in your lessons about students' musical development. You listen, watch, anticipate and respond, using all this information to shape your lessons and guide your students' musical learning. This system will provide you with a way of recording that information in a way that is useful to:

- You, when planning lessons and writing end-of-year reports;
- Other teachers that may be involved with the same student (e.g. in group lessons, ensembles, or musicianship teaching);
- The wider Music Masters team, by supporting impact and evaluation work and making the nomination of students for Year 2-3 transition and Pathways more transparent and inclusive;
- Parents and schools, where appropriate.

The Assessment Framework involves two elements: Core Assessment and Extended Assessment. For both elements, teachers are asked to record judgements on a spreadsheet.

Core Assessment

The Core Assessment is to be carried out for all students – both instrumental and musicianship – and captures both musical and non-musical outcomes.

(1) Musical outcomes

The curriculum frameworks for instrumental and musicianship teaching have been designed to progressively develop students' musical skills from Reception to Year 6, and so students' musical progress can be shown by measuring how well students are learning the content of the curriculum.

Musical outcomes are described by a set of statements for each year group which reflect the curriculum expectations in each of the areas of musical learning (singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting).

These statements are to be used for ALL students (musicianship and instrumental). Look at the statements for the relevant year group and record a judgement for each student once per term¹, using the three-point scale of developing, achieving, or exceeding. This does not require a set 'assessment lesson' or test, and it does not need to be done at a specific time. Simply record your judgements at any point in the term when lesson activities allow you to see evidence towards a particular statement.

It should be noted that a judgement of 'developing' does not mean that a student is failing, nor is it a reflection on the student's ability. It is simply an indication of where they are in relation to the expectations for the average student on the Flagship Schools Programme at that time. This is not about levelling students; it is about checking how well the content of your lessons has been absorbed and how well the programme is meeting students' needs. Students progress at different rates, and 'developing' should not be viewed as a negative statement, but rather a helpful indicator of where extra support might be needed.

In exceptional cases where there is insufficient evidence to make an informed judgement – for example, if a particular Year 1 cohort has not yet begun instrumental work the teacher therefore cannot make any judgement about their playing technique – a cell can be left blank.

The statements are not intended to capture everything and there is also an additional comments section to record any other information specific to an individual student, including any instances where your expectations for a student vary greatly from the curriculum expectations. This could be due to additional needs (whether diagnosed or undiagnosed), a student returning from a prolonged period of absence, a student being new to the school, or any other notable circumstance.

¹ Although schools may operate a system of six terms per year, for the purposes of the assessment system we are referring to three 'big' terms, i.e. Autumn (September to December), Spring (January to March/April), and Summer (April to July).

(2) Non-musical outcomes

A separate set of statements have been created to capture non-musical outcomes of the Schools Programme – five for both musicianship and instrumental, plus one extra for instrumental. Teachers are asked to indicate how much a student demonstrates each outcome using a five-point scale of not at all, a little, somewhat, a lot, and very much.

These statements are to be used for ALL students, but do not need to be completed termly. For Reception, teachers will complete these once in the autumn term and once in the summer term, in order to measure the progress during the course of that first year. In all other year groups, teachers can either note down judgements as and when they notice things in lessons throughout the year, or complete them all in the summer term. The table below shows these statements and some guidance on the behaviours you might see in lessons for each one.

Does the student...	Possible behaviours
Enjoy music?	Are they happy to come to their music lessons? Do they appear to enjoy taking part in activities within the lesson? Do they talk about music with enthusiasm?
Feel proud of their achievements in music?	Do they talk about their successes? Do they appear pleased when they do something well in their music lessons? Are they confident to share their skills with other students?
Show resilience?	Is the student motivated to work at things they find difficult? Do they persevere when they experience setbacks and learn from mistakes?
Appreciate a diverse range of music and musicians?	Do they respond to music from a range of styles, cultures and traditions? Are they open to learning about unfamiliar music and the people who create and perform it?
Enjoy making music in a group?	Do they appear to enjoy singing/playing with others? Do they work collaboratively with their peers?
<i>For instrumental students only:</i> Take responsibility for their instrument, work hard in lessons, and (where possible) practise at home?	If students are unable to practise at home then please base this judgement on taking responsibility for their instrument and working hard in lessons only. Students should not be given a lower judgement for circumstances that are beyond their control.

Extended Assessment

The Extended Assessment is to support with Pathways nomination, Pathways evaluation, and Y2/3 transition, and is only applicable to some instrumental students.

(1) Progress score

In the Spring Term, we are asking teachers to calculate a progress score for:

- Instrumental students in Y2, 3 or 4 who are in the 'exceeding' category for playing and at least one other area of musical learning. This is to support the nomination of students for Y2/3 transition and Pathways.
- All Pathways students. This is to support the evaluation of the Pathways programme.

For each of these students, please estimate how many terms ahead of expectations the student is by:

1. Looking at the overall instrumental skills progression document
2. Finding the Year Group that best describes the student's overall attainment (this is simply a case of finding the best fit; a student does not need to be achieving everything in the chosen column.)
3. Deciding whether their current attainment would normally be seen in the autumn, spring or summer term of that year group. The skills progression document does not divide skills by term beyond Year 2, but teachers can use their own judgement.
4. Giving each student a score based on this judgment as follows:
 - Less than 3 terms ahead = 1
 - Between 3 and 6 terms ahead = 2
 - More than 6 terms ahead = 3

N.B. Please remember that although schools may operate a system of six terms per year, for the purposes of the assessment system we are referring to three 'big' terms, i.e. Autumn (September to December), Spring (January to March/April), and Summer (April to July). Therefore when calculating how many terms ahead a student is, three terms = 1 year.

E.g. A student who is in the Spring Term of Year 3 but is working at the expected level for the Autumn Term of Year 4 would be marked as a 1, because they are two terms ahead of expectations. A student who is in the Spring Term of Year 4 but is working at the expected level for the Autumn Term of Year 6 would be marked as a 2, because they are 5 terms ahead of expectations. Using this system, two students might both be working at the same level but be marked differently because what we are recording is not the level they are working at, but how far ahead they are. So if a Year 3 student and a Year 4 student were both working at the expected level for the Spring Term of Year 6, the Year 3 student would be marked as 3 and the Year 4 student would be marked as 2.

The eight facets of musical potential

[Young Sounds UK](#) identifies eight facets of musical potential: enjoyment, active listening, absorption in the music, commitment to the process, inclination to explore, inclination to lead, memory, and expression. Further guidance on these eight facets can be found in the document [here](#). In the Spring Term, we are asking teachers to note down when they see sustained evidence of any of these facets being demonstrated for:

- All students in Year 2. This is to support the identification of students who may continue with their string instrument in KS2.
- Instrumental students in Years 3 and 4 who are 'exceeding' expectations in 'playing' and at least one other area in your termly assessments. This is to support Pathways nominations.
- Pathways students. This is to support evaluation of the Pathways programme.

The recording of this involves a column to indicate that a particular facet has been observed (by entering a '1' in the cell) and space for teacher comments. Please ensure that each facet you record information for has been demonstrated over a sustained period of time (ideally at least half a term). The expectation is that all eight facets should be evident for those you are nominating for Pathways. For Y2-3 transition nominations, we are looking for 4-6 facets.

How to record your assessments

Each teacher will have their own Excel spreadsheet for each school they work in. These will be shared via the Music Masters SharePoint platform, which can be accessed through any browser. You do not need to have Excel installed on your device. These spreadsheets must only be completed online. In order to comply with GDPR, please do not download the spreadsheets or make printed copies.

Summary of what to record for students in each year group

		Core Assessment		Extended Assessment	
		Musical outcomes	Non-musical outcomes	Progress score	8 facets of musical potential
Musicianship	All year groups	All students	All students	N/A	N/A
Instrumental	Y1	All students	All students	N/A	N/A
	Y2	All students	All students	'Exceeding' students	All students
	Y3	All students	All students	Pathways students 'Exceeding' students	Pathways students 'Exceeding' students
	Y4	All students	All students	Pathways students 'Exceeding' students	Pathways students 'Exceeding' students
	Y5	All students	All students	Pathways students	Pathways students
	Y6	All students	All students	Pathways students	Pathways students