

Assessment Guide

At Sing Education, we are committed to a holistic and robust assessment strategy that ensures every student's musical development is carefully monitored and nurtured. Here's how our assessment process works:

Our Approach to Assessment

We believe in a balanced and comprehensive approach to evaluating our students' progress in music education. Each school has an Assessment Tracker, with each pupil listed in their respective year group. We assess their abilities against the expected criteria groups appropriate for their age range.



	Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
	<ul style="list-style-type: none"> Maintain a steady beat by clapping, tapping, or moving in time to the music. Mimic short rhythmic patterns accurately when led by the teacher. Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation. 	<ul style="list-style-type: none"> Differentiate between high and low sounds in familiar songs and everyday sounds. Sing simple songs with a small pitch range, accurately hitting pitches like mi-so. Explore basic pitch notation symbols and their association with pitch. 	<ul style="list-style-type: none"> Sing simple songs, chants, and rhymes from memory collectively and at the same pitch. Follow visual directions (e.g. start, stop, loud, quiet) and musical cues while singing. Participate in basic call-and-response songs to control vocal pitch and accuracy. 	<ul style="list-style-type: none"> Play untuned instruments (e.g. percussion) in a classroom setting with a steady beat. Demonstrate basic coordination when using classroom instruments like shakers and claves. Begin to explore playing simple rhythms or melodies on tuned instruments (e.g. glockenspiel) with guidance. 	<ul style="list-style-type: none"> Engage in creative musical exploration through vocal improvisation. Start to create short musical sequences and sound effects in response to stimuli.
Percentage of Greater Depth	13%	10%	10%	7%	5%
Percentage of Expected Standard	73%	67%	77%	90%	90%
Percentage of Working Towards	13%	23%	13%	3%	7%
Overall Level	CLASS A				
Noah Cabrera	Greater Depth	GD	GD	ES	ES
Destiney Bentley	Working Towards	WT	WT	ES	ES
Camryn Frazier	Greater Depth	GD	ES	GD	GD
Graham Mitchell	Expected Standard	ES	ES	ES	ES
Shaun Riley	Working Towards	WT	WT	ES	ES
Ellis Raymond	Working Towards	WT	WT	ES	ES
Miley Choi	Expected Standard	ES	ES	ES	ES
Desirae Hayes	Expected Standard	ES	ES	ES	ES
Mina Pham	Working Towards	WT	GD	GD	WT
Harley Burke	Expected Standard	ES	ES	ES	ES
Harper Sims	Expected Standard	ES	ES	ES	ES
Melina Cervantes	Expected Standard	ES	ES	ES	ES
Alvaro Andersen	Working Towards	WT	WT	ES	ES
Cindy Stone	Expected Standard	ES	ES	ES	ES

Criteria Groups

Our assessment criteria are divided into several groups, each focusing on key aspects of music education:

KS1	Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
KS2	Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation

Levels of Achievement

For each criteria group, students are assessed as either 'Working Towards' the standard, 'Meeting Expected Standard', or demonstrating 'Greater Depth' of understanding and skill.

Assessment Methods

Our assessments are multifaceted to capture the full scope of a student's musical abilities:

- **In-lesson Assessments:** We observe students during regular lessons, gauging their participation, understanding, and skill application in real-time.
- **Group Work:** By evaluating students' abilities to collaborate and perform in ensembles, we gain insights into their teamwork and musicianship.
- **Performance Recordings (where requested and resourced by school):** Capturing student performances allows us to assess their practical skills and musical expression over time.
- **IN DEVELOPMENT - Quizzes:** Structured quizzes help us to test theoretical knowledge and recall of musical concepts.

Continuous Feedback

We provide ongoing feedback to students to encourage constant improvement and celebrate achievements, ensuring they understand their progress and areas for growth.

Reporting to Schools

We can provide feedback to schools in two ways. Schools can request the following (either or both):

- Pupil lists with 'Overall Level' per pupil and accompanying statements - Working Towards, Expected Standard & Greater Depth
- Print out of Assessment Tracker with full data set

What School Need To Provide

All we ask for school to provide is an **up-to-date list of pupil names**, per class in an Excel format so these names can easily be copied into the schools Assessment Tracker.

NOTE: We highly recommend that this data is transferred via email using a password protected spreadsheet, with the password being sent separately. As part of our service agreement with school we have data protection provisions in place and we are fully UK GDPR compliant.