

Music End of Year Evaluation 2025

Evaluation of Impact

The music curriculum has been developed with the school's context and the needs of its pupils in mind. The school recognises the importance of ensuring that all pupils have access to a broad and ambitious range of experiences that contribute to their cultural capital. As a result, there is a consistent emphasis across subjects on securing important knowledge, building connections between learning and ensuring that pupils have opportunities to apply what they have been taught.

In music, this is reflected in a rich and progressive curriculum that develops pupils as performers, listeners, composers and musicians. Pupils are given regular opportunities to sing, play instruments, compose, listen and respond to music, and develop their understanding of musical vocabulary, notation and the inter-related dimensions of music.

The impact of the curriculum is evaluated through a range of evidence rather than through a single assessment measure. Teachers consider pupils' developing musical knowledge alongside their ability to perform, compose, listen, evaluate, create and apply musical skills practically. This provides leaders with a broader understanding of pupils' musical development and enables them to identify both strengths and areas where further development is required.

The five key areas of performing, listening, composing, the history of music and the inter-related dimensions of music are evident across pupils' learning. The spiral structure of the curriculum supports pupils to revisit and deepen their knowledge and skills over time, enabling them to approach increasingly complex musical tasks with greater confidence and independence.

Curriculum and Teaching

The curriculum provides clear progression in both musical knowledge and practical skills from EYFS to Year 6. The Kapow scheme supports a spiral approach in which key knowledge, vocabulary and musical skills are revisited and developed over time.

Daily reviews are embedded within music lessons and provide regular opportunities for pupils to retrieve prior learning, including key vocabulary, musical terminology and previously taught concepts. This supports pupils to make connections between new learning and what they have previously learned and contributes to the retention of important musical knowledge.

Pupils develop their understanding of the inter-related dimensions of music, including pitch, duration, tempo, timbre, structure, texture and dynamics, and increasingly apply this knowledge through performing, composing and evaluating. The curriculum also develops pupils' understanding of musical notation and provides opportunities for them to explore music from a diverse range of historical periods, styles, traditions and cultures.

Lessons are active and practical, enabling pupils to develop their musical skills through singing, playing instruments, movement, composition and performance. Pupils work independently, in pairs and collaboratively, developing both musical understanding and the confidence to share and perform their work.

Teachers use modelling, questioning, observation and discussion to identify pupils' understanding and adapt teaching where necessary. Where gaps in knowledge or skills are identified, previous learning is revisited to support pupils in securing the foundations required for progression.

Adaptations are carefully planned to ensure that pupils with SEND can access and succeed in music. Teachers use visual supports, modelling, scaffolded tasks, adapted resources, flexible grouping and targeted questioning to remove barriers while maintaining high expectations. Opportunities for additional challenge are provided where appropriate to extend pupils' musical understanding and creativity.

Ongoing learning walks, content checks and scrutiny of pupils' work and performances provide leaders with an informed understanding of the consistency of curriculum implementation and the quality of pupils' musical experiences.

Assessment and Use of Information

Assessment in music is deliberately broader than pupils' performance in an end-of-year knowledge quiz. Leaders recognise that a secure understanding of music is demonstrated through the combination of knowledge, practical musical skills and pupils' ability to apply what they know.

Teachers use formative assessment throughout lessons through questioning, observation, discussion, rehearsal, composition and performance. This enables teachers to identify pupils' developing musical understanding and adapt teaching accordingly.

Performance opportunities at the end of units provide further evidence of pupils' ability to apply musical knowledge and skills practically. Teachers consider pupils' ability to sing and play with increasing accuracy and control, as well as their ability to compose, improvise, listen, respond and evaluate.

The end-of-year Mastermind assessment provides additional information about pupils' retention of key substantive knowledge, musical vocabulary, historical context, notation and understanding of the inter-related dimensions of music. Subject leaders analyse this information to identify strengths and areas requiring further consolidation.

However, quiz outcomes are considered alongside pupils' practical musical development. A pupil's musical achievement is not determined solely by their ability to recall knowledge in a written assessment; leaders and teachers consider the extent to which pupils can use and apply their musical knowledge through performing, composing, listening and evaluating.

Where assessment identifies knowledge or skills requiring further development, teachers use daily reviews, modelling, practical activities and further opportunities to perform and compose to revisit and secure learning.

Impact of Re-Assessment

The impact of the curriculum and subsequent opportunities for retrieval was evaluated through the spring re-quiz, revisiting key musical knowledge identified through the end-of-year assessment as requiring further consolidation.

The results demonstrate an increase in average points scored across all year groups represented in the re-quiz:

Music Re-Assessment Report – Spring

Year Group Average Points Scored +/-

Year 1	+5%
Year 2	+10%
Year 3	+12%
Year 4	+9%
Year 5	+8%

All year groups represented demonstrated an increase in average points scored. The strongest increase was seen in Year 3 (+12%), followed by Year 2 (+10%), Year 4 (+9%), Year 5 (+8%) and Year 1 (+5%).

The increases demonstrate improved retention of identified musical knowledge following further opportunities for retrieval and teaching. The assessment outcomes provide leaders with useful information about which elements of musical knowledge are becoming secure and where further consolidation may be required.

The quiz outcomes are considered alongside evidence from pupils' performances, compositions, practical musical activities, listening and evaluation tasks and classroom observations. This is important because the impact of music education cannot be fully represented through knowledge recall alone. Pupils' ability to apply musical knowledge through practical activity provides essential evidence of their development as musicians.

Together, the different forms of assessment provide leaders with a broader and more accurate understanding of pupils' musical development and the effectiveness of the curriculum.

Inclusion and Pupil Groups

Leaders consider the impact of music provision across different groups of pupils, including those with SEND and disadvantaged pupils. Assessment information, classroom observation

and practical performance are used to identify pupils who may require additional support, targeted retrieval or further opportunities to develop particular musical skills.

For identified pupils, pupil voice is used alongside assessment information, with discussions focusing specifically on questions or areas of the end-of-year Mastermind assessment that pupils personally found difficult. This provides leaders with a more detailed understanding of whether gaps identified through assessment relate to particular knowledge, vocabulary, musical concepts or the way pupils are being asked to demonstrate their understanding.

This information is considered alongside pupils' practical musical development, including their ability to perform, compose, listen and evaluate. Where evidence indicates that particular pupils or groups have not secured important musical knowledge or skills, this informs further teaching, retrieval and, where necessary, adaptations to practical activities, resources or teaching approaches.

Individual case studies are developed for identified pupils where appropriate and shared with governors. These case studies bring together assessment outcomes, pupils' reflections on questions they found difficult and evidence of their wider musical development. This enables governors to understand the experiences and outcomes of individual pupils, consider the impact of actions taken and hold leaders to account for the effectiveness of provision and the progress made by pupils.

This ensures that pupils are not simply identified through assessment data but that leaders seek to understand which aspects of learning pupils find difficult and why, using their own experiences to inform subsequent teaching and curriculum development.

Leadership and Curriculum Development

Leaders evaluate the impact of music through a combination of assessment information, pupils' work, performances, compositions, learning walks, content checks and pupil voice. This monitoring and assessment cycle provides a clear picture of what pupils know, remember and can do, as well as how confidently they apply their musical knowledge and skills. Pupil voice has been particularly valuable in understanding pupils' experiences of the subject and identifying areas for further development.

Following the monitoring and assessment cycle, the specific focus for further curriculum development will be to provide pupils with more opportunities to experience live music. This was identified through pupil voice, with pupils expressing an interest in hearing and experiencing music performed live. Leaders will therefore explore opportunities for pupils to experience a wider range of live musical performances, supporting their understanding of music beyond the classroom and broadening their musical experiences.

This next step builds directly on evidence gathered through the year and reflects the school's commitment to continually developing the quality and breadth of pupils' musical experiences. Leaders will continue to monitor the impact of these opportunities through

pupil voice, observation and ongoing assessment, ensuring that curriculum development remains responsive to pupils' experiences and needs.

Overall Evaluation

Overall, the evidence demonstrates positive impact on pupils' musical knowledge, skills and confidence. The spring re-quiz shows that all year groups represented increased their average points scored, with increases ranging from 5% to 12%, demonstrating improved retention of identified musical knowledge.

This evidence is strengthened by pupils' practical musical experiences and the assessment of their ability to perform, compose, listen, evaluate and apply musical knowledge. Leaders recognise that musical achievement is broader than knowledge recall and therefore consider the range of evidence generated through lessons, performances, compositions and pupils' responses to music.

Pupils are developing an increasingly secure understanding of musical vocabulary, notation and the inter-related dimensions of music. They are increasingly able to apply this knowledge when singing, playing instruments, composing and evaluating music.

The curriculum provides pupils with opportunities to experience and appreciate a diverse range of music and to understand its cultural, social and historical contexts. This contributes to pupils' wider cultural capital and supports the school's commitment to providing all pupils with a broad and ambitious education.

The evaluation demonstrates that the music curriculum is not simply being delivered consistently but is being evaluated through multiple sources of evidence and refined in response to what pupils know, remember and can do. This ensures that pupils continue to develop as confident, creative and increasingly independent musicians and are well prepared to continue their musical journey at KS3 and beyond.