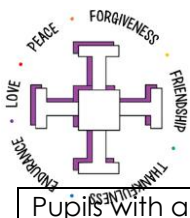


**Christ Church CE Primary School**  
**Music Assessment**

**Achieving excellence, opening minds, inspiring dreams, creating futures**

<b>Key Stage</b>	<b>Unit:</b> My Favourite Things (Keeping Pulse and Rhythm)							
<b>Class Name</b>		<b>Number in Class</b>		<b>Number of SEND</b>		<b>Number of P.P.</b>		
Unit 1	<b>Core Curriculum content:</b>							
Knowledge and understanding is	<b>Expected I can;</b> <ul style="list-style-type: none"> <li>Clap the rhythm of their name in time on their turn; swaying, nodding or tapping in time to show the pulse.</li> <li>Keep the pulse using their body; singing the rhythm while keeping the pulse; keeping the pulse without using their voice.</li> <li>Say their name in a rhythm in time with the pulse.</li> <li>Read and copy rhythms based on word patterns using an instrument; keeping the pulse while playing a rhythm.</li> <li>Show the pulse with their body; using an instrument to copy a rhythm; keeping the pulse accurately without vocalising this; following instructions during a performance.</li> </ul>							
<b>Pupil full names</b>								
<b>Total % at Expected</b>				<b>Total PP % at Expected</b>				
Knowledge and understanding is	<b>Working Towards I can:</b> <ul style="list-style-type: none"> <li>Say their name in a rhythm in time with the pulse.</li> <li>Clap the rhythm of their name in time on their turn; swaying, nodding or tapping in time to show the pulse.</li> <li>Keep the pulse using their body; singing the rhythm while keeping the pulse; keeping the pulse without using their voice.</li> </ul>				<b>Greater Depth I can;</b> <ul style="list-style-type: none"> <li>Verbalise how they move their body differently to show pulse and rhythm; speaking and moving to the pulse at the same time.</li> <li>Move their body and singing at the same time to show the two different elements accurately; responding to tempo changes.</li> <li>Point to the pulse correctly while saying a rhythm on top; using names of different lengths to create different rhythms while keeping the pulse silently.</li> <li>Make up rhythms without a verbal stimulus (i.e. not based on words); playing the rhythm while keeping the pulse.</li> <li>Make up rhythms without a verbal stimulus (i.e. not based on words); confidently demonstrating the difference between pulse and rhythm using an instrument.</li> </ul>			
<b>Pupil full names</b>								
<b>Total % Working Towards</b>				<b>Total % working at Greater Depth</b>				
<b>Total PP % Working Towards</b>				<b>Total PP % working at Greater Depth</b>				



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Pupils with additional needs have made the following responses .....