


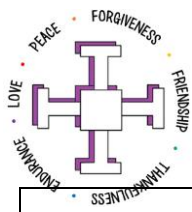


Christ Church CE Primary School
Music Assessment

Achieving excellence, opening minds, inspiring dreams, creating futures

Key Stage	Unit: Fairy tales (Sound patterns)							
Class Name		Number in Class		Number of SEND		Number of P.P.		
Unit 3	Core Curriculum content:							
Knowledge and understanding is	Expected I can; <ul style="list-style-type: none"> Experiment with sounds that can be made on one instrument; making changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument; choosing a suitable sound to represent a point in the story. Read a simple rhythmic pattern comprising one beat and one rest; clapping or playing a rhythmic pattern along with spoken words; playing a rhythm on an instrument. Play given sound patterns in time with the pulse. Follow instructions during a performance; joining in with repeated phrases using a character voice; using an instrument to play a rhythm; keeping the pulse with their body. 							
Pupil full names								
Total % at Expected				Total PP % at Expected				
Knowledge and understanding is	Working Towards I can: <ul style="list-style-type: none"> Play given sound patterns in time with the pulse. Respond to hand signals when playing an instrument; choosing a suitable sound to represent a point in the story. Follow instructions during a performance; joining in with repeated phrases using a character voice and using an instrument to play a rhythm. 				Greater Depth I can; <ul style="list-style-type: none"> Explain why they have chosen certain voices to represent each character. Suggest more than one possible sound that could represent each part of the story; explaining why they chose a particular sound to represent that part of the story. Play more complex rhythms while keeping their spoken phrases in their heads; accurately keeping the beat while playing a rhythm; identifying a silent beat with their body (where the rhythm has finished). Clap and playing a variety of different rhythms while keeping the pulse. Show greater independence and confidence in all elements of the final composition; experimenting with longer phrases to create a rhythm. 			
Pupil full names								
Total % Working Towards				Total % working at Greater Depth				
Total PP % Working Towards				Total PP % working at				



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		Greater Depth	
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Pupils with additional needs have made the following responses