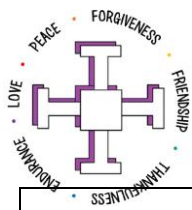


Christ Church CE Primary School
Music Assessment

Achieving excellence, opening minds, inspiring dreams, creating futures

Key Stage	Unit: Musical Storytelling (Instruments)							
Class Name		Number in Class		Number of SEND		Number of P.P.		
Unit 2	Core Curriculum content:							
Knowledge and understanding is	<p>Expected I can;</p> <ul style="list-style-type: none"> Identify sections of the music where the tempo changes and correctly describe these sections as fast or slow; able to point out moments in the music where the dynamics change and accurately describe these moments as soft or loud; giving specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story; describing how the music changes in volume. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse their performance; performing confidently using appropriate instrumental sounds; playing their part at appropriate tempo and dynamics. 							
Pupil full names								
Total % at Expected				Total PP % at Expected				
Knowledge and understanding is	<p>Working Towards I can;</p> <ul style="list-style-type: none"> Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow and point out moments where the dynamics change. Provide examples of how music supports the story. 				<p>Greater Depth I can;</p> <ul style="list-style-type: none"> Provide comparisons of different music sections, discussing how varying tempos affect the storytelling and mood; relating dynamic changes to the actions and events in the narrative with clear examples. Discuss how different parts of the music correlate with the story's events; using terms like dynamics and tempo accurately to describe musical changes. Create a piece of music with some appropriate tempo and dynamic changes to show events and feelings of a character. Identify the characters' emotions and matching them to dynamics, verbally justifying their choices. Take an active leadership role in their group's rehearsals and performance; creating additional musical details for their performance. 			
Pupil full names								



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Total % Working Towards		Total % working at Greater Depth	
Total PP % Working Towards		Total PP % working at Greater Depth	
Pupils with additional needs have made the following responses			