


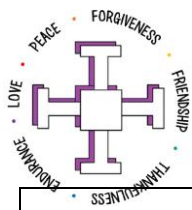


Christ Church CE Primary School
Music Assessment

Achieving excellence, opening minds, inspiring dreams, creating futures

Key Stage	Unit: On this Island (Singing)							
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"> Breathe at appropriate times when singing; singing the song from memory; beginning to demonstrate pitch when singing. Sing the song from memory; breathing after each phrase in the song while singing; using different pitches while singing (high and low notes). Sing 'London Bridge is falling down' accurately; performing actions that match lyrics; taking a breath at appropriate times during singing. Collaborate and communicate in their group; using sounds creatively to represent their chosen environment; applying pitch and dynamics to enhance their composition. Recall and sing the folk songs; performing a composition; taking breaths at appropriate times when singing; reading notation from left to right. 							
Pupil full names								
Total % at Expected				Total PP % at Expected				
Knowledge and understanding is	Working Towards I can: <ul style="list-style-type: none"> Sing 'London Bridge is falling down' accurately and perform actions that match the lyrics. Breathe at appropriate times when singing. Sing the song from memory; beginning to demonstrate pitch when singing. 				Greater Depth I can; <ul style="list-style-type: none"> Use the word pitch to identify the high and low sounds when singing; singing lyrics confidently and in time. Sing accurately and confidently; effectively incorporating musical vocabulary in discussions about the piece. Create multiple actions that would fit the lyrics of the song and performing them accurately on the beat; being able to verbally identify high and low parts of the song. Compose and perform a piece with a clear structure, creating multiple sounds and symbols that obviously represent the chosen sound; using musical vocabulary for in-depth discussion of compositions; guiding their group's creative process. Demonstrate an ability to perform vocal and body percussion sounds considering transitions; taking on leadership roles within their group; providing detailed, constructive feedback using musical vocabulary. 			
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			