

Teacher Assessment – Me! – Year R, Unit 1

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Respond: Me!

The children can

- Enjoy listening to the music and respond through dancing or other movement.
- **Others will find the pulse naturally.**
- Recognise and name some of the characters and stories in the songs.

2 – Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.
- **Enjoy thinking up and sharing their own ideas for actions.**

Copycat Rhythm Games

- Copy back the rhythm of their name.
- **Clap the name of a friend for others to copy.**

High and Low Games

- Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
- **Enjoy finding and moving the pitch of their voices.**

3 – Singing: Learn to Sing the Song

- Learn to sing the song in unison with support.
- Add actions or substitute a word in some sections.
- **Enjoy singing a song from memory.**

4 – Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- **Enjoy the challenge of performing with just the backing track.**

Teacher's Notes



Musical themes: Pulse, rhythm patterns and high and low sounds.

Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.

Most children should respond to music, searching out a steady pulse to move to. Some children will be able to move to the pulse in different ways and clap the rhythm of their name.

Others will clap the rhythm of a different name.

Teacher Assessment – My Stories – Year R, Unit 2

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Respond: My Stories

The children can

- Enjoy listening to the music and respond through dancing or other movement.
- **Others will find the pulse naturally.**
- Recognise and name some of the characters and stories in the songs.
- Invent imaginary characters through movement or dancing.

2 – Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.
- **Enjoy thinking up and sharing their own ideas for actions.**

Copycat Rhythm Games

- Copy back a rhythm from the words of the song.
- **Clap some of the words from the song for others to copy.**

High and Low Games

- Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.
- **Enjoy finding and moving the pitch of their voices within the songs.**

Create your own sounds using instruments

- Play a pitched note or sound in time with the pulse.
- **Enjoy finding a pattern on the instrument.**

3 – Singing: Learn to Sing the Song

- Learn to sing the song in unison with support.
- Add actions or substitute a word in some sections.
- **Enjoy singing a song from memory.**

4 – Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- **Enjoy the challenge of performing with just the backing track.**

Teacher's Notes



Musical themes: Pulse, clap and play rhythm patterns, high and low sounds.

Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase.

Most children should respond to music in character, searching out a steady pulse to move to. Some children will be able to copy the rhythm of small phrases from the songs.

Others will clap or play their own rhythm pattern.

Teacher Assessment – Everyone! – Year R, Unit 3

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Respond: Everyone!

The children can

- Enjoy listening to the music and responding to music through dancing or other movement.
- Enjoy listening to the music and responding to different speeds through dancing or other movement.
- **Others will find the pulse naturally.**

2 – Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving.
- **Enjoy thinking up and sharing their own ideas for actions.**

Copypat Rhythm Games

- Copy back the rhythms of phrases in the song.
- **Choose one phrase from the song and have a go at clapping the rhythm.**

High and Low Games

- Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
- **Enjoy exploring the pitch of their voices.**

Create your own sounds using instruments

- Play a 1-note pattern in time with the pulse.
- **Enjoy inventing a 2-note repeated pattern.**

3 – Singing: Learn to Sing the Song

- Learn to sing or rap the songs in unison with support.
- Add actions or substitute a word in some sections.
- **Enjoy singing or rapping a song from memory.**

4 – Share and Perform

- Choose one of the songs or the rap and perform it with any actions you have created
- Listen back to the performance.
- **Enjoy the challenge of performing with just the backing track.**

Teacher's Notes



Musical themes: Pulse, clap and play rhythm and melodic patterns, high and low sounds.

Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.

Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.

Others will clap or play their own one or 2-note patterns.

Teacher Assessment – Our World – Year R, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Respond: Everyone!

The children can

- Enjoy listening to the music and responding through dancing or other movement.
- **Others will find the pulse naturally.**

2 – Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving.
- **Enjoy thinking up and sharing their own ideas for actions.**

Copycat Rhythm Games

- Copy back the rhythms of phrases in the song.
- **Choose one phrase from the song and have a go at clapping the rhythm.**

High and Low Games

- Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
- **Enjoy exploring the pitch of their voices.**

Create your own sounds using instruments

- Play a 1-note pattern in time with the pulse.
- **Enjoy inventing a 2-note repeated pattern.**

3 – Singing: Learn to Sing the Song

- Learn to sing the songs in unison with support.
- Add appropriate actions or substitute a word in some sections.
- **Enjoy singing a song from memory.**

4 – Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- Listen back to the performance.
- **Enjoy the challenge of performing with just the backing track and adding actions to the songs.**

Teacher's Notes



Musical themes: Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds.

Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.

Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.

Others will share and perform their ideas.

Teacher Assessment – Big Bear Funk – Year R, Unit 5

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen and Respond: Big Bear Funk

The children can

- Enjoy listening and dancing to funk music.
- **Others will be able to talk about funk music.**

2 – Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear.
- **Enjoy thinking up and sharing their own ideas for actions.**

Rhythm Games

- Copy back the rhythm of words from the video.
- Clap the rhythm of words from the song.
- **Clap a whole line of the song.**

High and Low Games

A Play Together

- Play the pulse with a pitched note or untuned percussion instrument.

B Pitch Activities

- Add one pitched sound to the rhythm of words and short phrases from the song.
- **Enjoy playing and experimenting with 2-note or 3-note patterns.**

3 – Singing: Learn to Sing the Song

- Learn to sing the songs in unison with support.
- Add actions or substitute a word in some sections.
- **Enjoy singing a song from memory.**

4 – Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- Listen back to the performance.
- **Enjoy the challenge of performing with just the backing track and adding actions to the songs.**

Teacher's Notes



Musical themes: Pulse, rhythm and pitch in the context of Funk music.

Listening to the additional five songs/pieces in this unit will support and enrich the children's understanding of Funk music.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.

Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance.

Others will be able to perform with the backing track.