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| **Assessment Guide and Tracker** | | | |
| **Year 2: Musical Maestros** | | | |
| **Learning Objectives** | | **Learning Outcomes** | |
| To use your voice expressively and creatively  To play tuned and untuned instruments musically  To explain how the interrelated dimensions of music are used in a piece  To experiment with, create, select and combine sounds | | I can use my voice expressively and creatively  I can sing a melody accurately  I can use my voice creatively to add interest to a piece  I can explain what it means to play musically  I can play tuned and untuned instruments musically  I can name and describe the IDMs  I can recognize the IDMs and explain how they are used  I can experiment with and create sounds to explore the IDMs  I can select and combine sounds to create a piece of music | |
| **Assessment Record** | | | |
| At the end of the unit, list your pupils’ names in the appropriate column below | | | |
| Emerging | Established | | Exceeding |
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| **Examples** | | | |
| **Children working at emerging level will:**  Be able to alter their speaking voice to express different emotions and characters. Sing the overall shape of a melody. Help make up a chant or rhyme. Play single sounds or very simple melodies (2 or 3 notes) on tuned instruments. Play a simple rhythm on untuned instruments. Name and describe the IDMs pitch, duration, tempo and dynamics, and recognize these when they hear them. Experiment with sounds to explore the IDMs. Select and combine sounds with peer or teacher support.  **Children working at established level will in addition:**  Be able to sing a melody accurately. Play more complex melodies (4 or 5 notes) on tuned instruments. Play more complex rhythms on untuned instruments. Name and describe all the IDMs and recognize these when they hear them. Experiment with, create, select and combine sounds independently.  **Children working at exceeding level will in addition:**  Be able to sing and play tuned and untuned instruments with a high level of accuracy and a sense of performance. Take a leadership role in creative activities. | | | |