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| **Assessment Guide and Tracker** | | | |
| **Year 1: Feel the Rhythm** | | | |
| **Learning Objectives** | | **Learning Outcomes** | |
| To understand the concept of duration  To copy and create rhythms  To create and perform a rhythm using body percussion  To improve the rhythmic quality of your playing | | I can explain what duration means  I can recognize and perform minims and crotchets  I can play back and create rhythms  I can create and perform a rhythm using my body  I can play rhythms precisely | |
| **Assessment Record** | | | |
| At the end of the unit, list your pupils’ names in the appropriate column below | | | |
| Emerging | Established | | Exceeding |
|  |  | |  |
| **Examples** | | | |
| **Children working at emerging level will:**  Be able to explain what duration means, and recognize and perform minims and crotchets. They will be able to copy back a rhythm on one note, and will be able to create a rhythm on one note with assistance or using word patterns as a guide. They will perform a body percussion rhythm. They will sing the rhythms of the topic songs accurately but may not play them all accurately on the pBuzz.  **Children working at established level will in addition:**  Be able to create a rhythm on one note, and contribute to creating a body percussion rhythm. They will relate the activities to their prior learning, especially timbre and texture. They will perform the rhythms of the topic songs accurately on the pBuzz.  **Children working at exceeding level will in addition:**  Be able to add pitch to their rhythms to create melody. Take a leadership role in creating a body percussion rhythm. Lead a call and response during the topic song. They will make extensive use of prior learning in their listening and composing activities, referring to and using multiple interrelated dimensions of music. | | | |