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| **Assessment Guide and Tracker** | | | |
| **Year 2: Space Mission** | | | |
| **Learning Objectives** | | **Learning Outcomes** | |
| To understand the concept of tempo  To learn about gradual tempo changes  To add interest to a piece of music by improvising space sounds  To compose a piece which includes gradual tempo changes | | I can explain tempo and gradual tempo changes  I can recognize sudden and gradual tempo changes  I know what rallentando and accelerando  I can create and perform space sounds  I can compose a piece which includes gradual tempo changes | |
| **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 tempo means and what a gradual tempo change is. Recognise sudden and gradual tempo changes. Improvise space sounds using their voice, with help from a teacher. Contribute to the performance of a group composition.  **Children working at established level will in addition:**  Be able to improvise space sounds independently with their voice. Recognise and use the terms rallentando and accelerando. Contribute to the composition and performance of a group piece.  **Children working at exceeding level will in addition:**  Be able to improvise space sounds on an instrument. Take a leadership role in creating and performing a group composition. They will make extensive use of prior learning in their listening and composing activities, referring to and using multiple interrelated dimensions of music. | | | |