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| **Assessment Guide and Tracker** | | | |
| **Year 2: Melody Makers** | | | |
| **Learning Objectives** | | **Learning Outcomes** | |
| To understand the concept of pitch  To play a melody on the pBuzz  To create a melody using 3, 4 or 5 pitches  To improve the melodic quality of your playing | | I can explain what pitch means  I can show or draw the shape of a melody  I can play a melody on my pBuzz  I can create, write down and perform a 3, 4 or 5 note melody  I can play melodies 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 pitch means and show the shape of a melody with their hands. They will be able to sing the topic song. They will compose a melody using 3 pitches. They will be able to play the shape of the pBuzz part of the topic song, but may not be able to play each note exactly in tune.  **Children working at established level will in addition:**  Be able to draw the shape of a melody. They will compose a melody using 4 pitches and a variety of rhythms. They will be able to play the pBuzz part of the topic song and stay mostly in tune.  **Children working at exceeding level will in addition:**  Be able to compose a melody using 5 pitches and a variety of rhythms. They may add harmony to their melody. 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. | | | |