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| **Assessment Guide and Tracker** | | | |
| **Year 2: At the Seaside** | | | |
| **Learning Objectives** | | **Learning Outcomes** | |
| To understand the concept of block dynamics  To understand the concept of gradual dynamics  To learn the melody of ‘At the Seaside’ on the pBuzz  To control dynamics when you play and sing | | I can recognize and explain block & gradual dynamics  I understand the terms piano, forte, crescendo and decrescendo.  I can play the melody of ‘At the Seaside’ on my pBuzz  I can control the dynamics of my pBuzz playing, chanting and singing | |
| **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 explain what block and gradual dynamics are and recognize them in a piece of music. Play some parts of the melody of ‘At the Seaside.’ Control the dynamic of their singing and chanting.  **Children working at established level will in addition:**  Be able to play at different dynamics on their pBuzz; sing well at different dynamics (without the dynamic level affecting the quality of sound); understand the terms piano, forte, crescendo and decrescendo.  **Children working at exceeding level will in addition:**  Be able to play the pBuzz well at different dynamics (without the dynamic level affecting the quality of sound); take a leadership role in a group performance. | | | |