

Teacher Assessment – Everyone! – Year R, Unit 3

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listen and Respond: Everyone!

The children can

- Enjoy listening to the music and responding to music through dancing or other movement.
- Enjoy listening to the music and responding to different speeds through dancing or other movement.
- **Others will find the pulse naturally.**

2 — Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving.
- **Enjoy thinking up and sharing their own ideas for actions.**

Copypat Rhythm Games

- Copy back the rhythms of phrases in the song.
- **Choose one phrase from the song and have a go at clapping the rhythm.**

High and Low Games

- Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
- **Enjoy exploring the pitch of their voices.**

Create your own sounds using instruments

- Play a 1-note pattern in time with the pulse.
- **Enjoy inventing a 2-note repeated pattern.**

3 — Singing: Learn to Sing the Song

- Learn to sing or rap the songs in unison with support.
- Add actions or substitute a word in some sections.
- **Enjoy singing or rapping a song from memory.**

4 — Share and Perform

- Choose one of the songs or the rap and perform it with any actions you have created
- Listen back to the performance.
- **Enjoy the challenge of performing with just the backing track.**

Teacher's Notes



Musical themes: Pulse, clap and play rhythm and melodic patterns, high and low sounds.

Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.

Most children should respond to music, inventing their own ways to find the pulse. Some children will be able to play the pulse on an instrument.

Others will clap or play their own one or 2-note patterns.