



Music Assessment

Performing	Listening and Reviewing	Creating and Composing	Inter-Related Dimensions
<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control or pitch, a sense of phrase and musical expression.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to identify contrasting sections of a song, such as the verse and refrain (chorus).</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to improvise and develop rhythmic and melodic material when composing.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to combine a variety of musical elements when composing using staff and other musical notations.</p> <p>Understanding and Exploring</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to sequence various famous composers on a timeline.</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to identify through gestures such as clapping or using percussion, the strong / first beat whilst singing.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to recognise pitch movement by step, leaps or as repeats.</p>

Name:

Class: