



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 independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to perform a variety of repeated rhythmic patterns (ostinato) on percussion instrument</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to make suggestions of how the interrelated dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. how can the tempo be changed to create excitement?)</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to improvise and develop a wider range of rhythmic and melodic material when composing.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to choose, combine and organise a variety of the interrelated dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</p> <p>Understanding and Exploring</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick / many sounds) and thin / few layers of sound) varies in a song or piece of music.</p>	<p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to identify a silence in a rhythmic pattern with a gesture such as raised hand.</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> To be able to begin to use various Italian musical terms such as crescendo, diminuendo, forte and piano.</p>

Name:

Class: