

## Music End of unit assessment



For a child to attain a secure judgement, the child must have achieved all of the underlined statements unless they have a specific learning difficulty that prevents them from doing so. They are expected to demonstrate and apply the skills or knowledge independently in different subjects or contexts. The underlined statements are the statements that will have the greatest impact on the further development of skills and subsequent learning.

Year group	6	Term:	Autumn	Unit:	<b><u>Music: Happy</u></b>
<b>For a pupil to be expected they should be able to:</b>					
<ul style="list-style-type: none"><li>-use <b>body percussion, instruments and my voice with confidence in response to musical stimuli.</b></li><li>-<b>find and keep a steady beat/pulse.</b></li><li>-<b>talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion.</b></li><li>-<b>justify a personal opinion, making reference to the musical elements.</b></li><li>-<b>rehearse a song and learn it from memory, both aurally and visually.</b></li><li>-<b>listen and copy back complex rhythmic patterns</b></li><li>-<b>listen with attention to detail and recall sounds with increasing aural memory and accuracy.</b></li></ul>					
<b>Key learning in Music (see progression of skills document for more details)</b>					
<ul style="list-style-type: none"><li>-<b>Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth.</b></li><li>-<b>Use accurate musical language confidently and with understanding to describe and talk about music</b></li><li>-<b>Listen to other ideas about music, respect those ideas and feelings.</b></li><li>-<b>Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate including a range of pitch and dynamics.</b></li><li>-<b>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch, beginning to use standard notation to represent this.</b></li><li>-<b>Find and internalise the pulse on your own and with ease.</b></li><li>-<b>Demonstrate how you find/feel the pulse, with ease.</b></li><li>-<b>Demonstrate a fast and slow pulse.</b></li><li>-<b>Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over a backing track in time with confidence.</b></li><li>-<b>Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked.</b></li><li>-<b>Lead others if asked.</b></li><li>-<b>Have a deeper understanding of how pulse, rhythm and pitch, a range of dynamics and tempo work together, their purpose in music and how they are distributed through songs/music.</b></li></ul>					

Absent during learning	Below year group expectation	At year group expectation	Above year group expectation