

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	5	Term:	Autumn	Unit:	<u>Music: Violin</u>
For a pupil to be expected they should be able to:					
<ul style="list-style-type: none">-rehearse and play a melodic line aurally and/or visually, in various keys-play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave.-perform a melody as part of a wider ensemble or small group, or individually as a soloist.-play securely with good levels of accuracy.-rehearse and perform some or all parts in the context of the unit song.-play with accuracy as part of an ensemble, keeping a steady beat.-follow musical direction as part of an ensemble or as a soloist.-use instruments respectfully and treat them with care.-demonstrate excellent posture when playing my instrument.-practise in a manner that will benefit my improvement over time.					
Key learning in Music (see progression of skills document for more details)					
<ul style="list-style-type: none">-Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance.-Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.-Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.-Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration-Continue to play a classroom instrument (or band instrument) as part of a group / ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment.-Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.-Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context.-Continue to treat your instrument with respect and care and to play it correctly.-Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation					

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