

## 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	3	Term:	Autumn	Unit:	<b><u>Music: Writing Down Music</u></b>
For a pupil to be expected they should be able to:					
<ul style="list-style-type: none"><li>-understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.</li><li>-understand that symbols can be written on a stave</li><li>-recognise various notes and equivalent rests on a stave and understand their note values.</li><li>-identify the position of some notes on a stave.</li><li>-to simply writing the melody in any way they will remember it.</li></ul>					
Key learning in Music (see progression of skills document for more details)					
<ul style="list-style-type: none"><li>-Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li><li>-Explore standard notation</li><li>-Read and perform pitch notation within a range.</li><li>-Follow and perform simple rhythmic scores to a steady beat.</li><li>-Maintain rhythm to a steady beat.</li><li>-Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li><li>-Recognise/identify the awareness of a link between shape and pitch using graphic notations.</li></ul>					

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