

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.

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| Year group | 4 | Term: | Autumn | Unit: | <u>Music: Nasheed Choir</u> |
| For a pupil to be expected they should be able to: | | | | | |
| <ul style="list-style-type: none">-rehearse a song and learn it from memory- sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.- understand that phonetics creates various sounds when singing - the vowel gives the length on a note while the consonant creates percussive timbres.- sing on pitch and in time, adjusting for accuracy when needed.- sing with attention to phrasing on their own or as directed.- sing expressively, paying attention to articulation, on their own or as directed.- understand the use of various styles of singing used in correlation to the styles of song.- discuss in depth how the song connects to the world and its relevant culture. | | | | | |
| Key learning in Music (see progression of skills document for more details) | | | | | |
| <ul style="list-style-type: none">-Sing in tune within a limited pitch range and continue to understand:-work together as part of a group and with their friends, developing the confidence to sing alone.-importance of warming up their voices and to establish a good singing position.-perform a song stylistically and as musically as you can.-sing with a good sense of the pulse internally and sing together and in time with the group. To sing in two parts.-follow a leader/conductor with confidence.-Perform to other people showing an awareness of audience.-Perform with a deeper understanding of the music. | | | | | |

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