


Assessment in my Subject		Think: What? When? How? Why?
Subject: Music		Subject Leader: Sophie Heron
<p>Initial</p> <ul style="list-style-type: none"> Teachers base the lessons on what has been taught in previous units Quizzes on Charanga used to start each unit Observations of children in initial lesson of unit being taught will identify children where lessons need to be adapted to recap particular skills or for individuals 	<p>Formative</p> <ul style="list-style-type: none"> Informal observations take place in every lesson in order for teachers to adapt teaching activities as required Videos may be taken in some lessons and saved to “My Workspace” area of Charanga, or onto T drive class folder if file is too large. Lessons are adapted as required following the gaining of this information 	
<p>Retrieval</p> <ul style="list-style-type: none"> Retrieval tasks may form parts of some lessons, in particular the “understanding music” warm ups to enable prior learning from previous units or years to be recapped. Recapping skills during lesson – e.g., games which require children to show understanding of pitch, volume, dynamics 	<p>Diagnostic</p> <ul style="list-style-type: none"> Through informal lesson observations, teachers may identify children/groups of children with skills or knowledge gaps. These specific areas can then be targeted in future lesson using warm up games or use of Charanga’s “musical elements and theory” activities and videos 	
<p>Summative</p> <ul style="list-style-type: none"> Each unit will end with a performance in class or in a whole school setting. The performance is filmed and teachers will watch back. Using the grid for the activity (as example below), teachers will then use the statements to assess child as working towards/at expected or greater depth. <p>Teacher Assessment – Bringing Us Together – Year 3, Unit 5</p> <p>Black text: Most children will be working at this expected standard. Aqua text: Others will be working at greater depth.</p> <p>1 – Listen and Appraise: Bringing Us Together (Disco)</p> <p>The children can</p> <ul style="list-style-type: none"> Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. Identify the instruments/voices you can hear: keyboard, drums, bass, a female singer. Explain how the words of the song tell a story? Does the music create a story in your imagination? What story? <p>2 – Musical Activities using glocks and/or recorders</p> <p>Most children can complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth.</p> <p>Warm-up Games copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: Rhythm patterns. Silver Challenge: C and sometimes A and reading notes. Gold Challenge: C + A and reading notes.</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance. The easy part: C. The medium part: G, A + C.</p> <p>3 – Perform & Share</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or performing their composition. Record the performance and discuss thoughts and feelings towards it. Did they enjoy it?</p> <p>Teacher's Notes</p>  <p>Theme: This is a Disco song about friendship, peace, hope and unity.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p> <ul style="list-style-type: none"> Teachers will write each child’s initials for working towards or greater depth. Other children are all assumed to be working at expected level. At the end of the academic year, progress and attainment is recorded in each child’s end of year report through the colour coded boxes, and a short comment by the class teacher. 	<p>Holistic</p> <ul style="list-style-type: none"> Photographs and videos capturing WOW moments WOW moments shared in newsletters and worship times Children working at deep level in Music are considered for enrichment events 	