

Teacher Assessment – Zootime – Year 2, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Zootime

The children can

- Find the pulse and know that this Unit is about Reggae music. **Others will understand that songs have a musical style.**
- Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. **Others will recognise all or many of the instruments they can hear.**

2 — Musical Activities

Find the pulse (a steady heartbeat)

- Be an animal of your choice.

Clap rhythms (long + short sounds)

- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- **Create their own rhythms for the class to copy back.**

Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument.

Sing and dance together, in time and using actions.

Play instrumental parts

- Play accurately and in time.
- Some will use C.
- Most will use C + D.

Improvise

- In the lessons and the performance.
- Some will use C.
- Most will use C + D.

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will use C, D + E.

3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Themes: Animals and Reggae music.

Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.

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.

Vocabulary: Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

Others will create their own rhythms.