

Teacher Assessment – Our World – Year R, Unit 4

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

Aqua text: Others will be working at greater depth.

1 — Listen and Respond: Everyone!

The children can

- Enjoy listening to the music and responding through dancing or other movement.
- **Others will find the pulse naturally.**

2 — Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg marching, jumping, moving.
- **Enjoy thinking up and sharing their own ideas for actions.**

Copycat Rhythm Games

- Copy back the rhythms of phrases in the song.
- **Choose one phrase from the song and have a go at clapping the rhythm.**

High and Low Games

- Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.
- **Enjoy exploring the pitch of their voices.**

Create your own sounds using instruments

- Play a 1-note pattern in time with the pulse.
- **Enjoy inventing a 2-note repeated pattern.**

3 — Singing: Learn to Sing the Song

- Learn to sing the songs in unison with support.
- Add appropriate actions or substitute a word in some sections.
- **Enjoy singing a song from memory.**

4 — Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- Listen back to the performance.
- **Enjoy the challenge of performing with just the backing track and adding actions to the songs.**

Teacher's Notes



Musical themes: Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds.

Listening to the additional six songs/pieces in this unit will support and enrich the children's understanding of its theme.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.

Most children should respond to music, searching out a steady pulse to move to. Some children will be able to create their own actions and patterns.

Others will share and perform their ideas.