

# Teacher Assessment – Round And Round – Year 1, Unit 4

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

**Aqua text:** Others will be working at greater depth.

## 1 — Listening: Round And Round

The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Recognise and name two **or more** instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

## 2 — Musical Activities

**Find the pulse**

- March to the pulse.
- Copy the actions on-screen.
- Use their imagination to find the pulse

**Clap rhythms**

- Copy back the rhythms they hear.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite animal.
- **Make up their own rhythms.**

**Sing**

- The song together with the actions.

**Play instrumental parts**

- Play accurately and in time as part of the performance.
- Most will play D, F, C + D.

**Improvise**

- In the lessons and as part of the performance.
- Most will use D.
- **Some will use 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:** Pulse, rhythm and pitch in different styles of 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, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.

**Most children** should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. **Others will create their own rhythms.**