

Teacher Assessment – Hey You! – Year 1, Unit 1

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

Aqua text: Others will be working at greater depth.

1 — Listening: Hey You!

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: Male vocal, bass guitar, drums, decks.

2 — Musical Activities

Find the pulse

- March in time with the pulse.
- Be an animal finding the pulse.

Clap rhythms

- Copy back the rhythms they hear.
- Clap the rhythm of their name over the track.
- Create their own rhythm for others to copy**

Sing

- Rap and sing in time to the music
- Lead the groups that are rapping and singing**

Play instrumental parts

- Play accurately and in time as part of the performance.
- Most will play C.
- Some will play C + G.**

Improvise

- In the lessons and as part of the performance.
- Most will use C.
- Some will play C + G.**

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will play 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: How pulse, rhythm and pitch work together.

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: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.

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.**

Teacher Assessment – Rhythm In The Way We Walk & Banana Rap – Year 1, Unit 2

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

Aqua text: Others will be working at greater depth.

1 — Listening: Rhythm In The Way We Walk & Banana Rap

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 back the rhythms they hear.
- Be an animal and keep the pulse.

Sing

- Rap and sing in time to the music.
- Start to understand that pitch is high and low sounds.

Clap rhythms

- Copy and clap back rhythms.
- Clap the rhythm of your name.
- **Clap the rhythm of your favourite colour.**
- **Make up your own rhythm.**

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, rapping, dancing and singing.

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: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.

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.**

Teacher Assessment – In The Groove — Year 1, Unit 3

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

Aqua text: Others will be working at greater depth.

1 — Listening: In The Groove

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.**
- Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them.
- Dance to each style or move to the pulse – be “In The Groove!”

2 — Musical Activities

Find the pulse

- March to the pulse.
- Copy the actions on-screen.
- Choose an animal and keep the pulse.

Clap rhythms

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

Sing

- Together and in time, in all the different styles.

Play instrumental parts

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

Improvise

- In the lessons and as part of the performance.
- Most will use C.
- **Some will play 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



Theme: How to be in the groove with 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: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

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.

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.**

Teacher Assessment – Your Imagination – Year 1, Unit 5

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

Aqua text: Others will be working at greater depth.

1 — Listening: Your Imagination

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: Keyboard, drums, bass, a female singer.

2 — Musical Activities

Find the pulse

- Be a pop star finding the pulse.
- Use their imagination to find the pulse.

Clap rhythms

- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite animal.
- Clap the rhythm of their favourite colour.
- **Make up their own rhythms.**

Sing

- In unison and in two parts.

Play instrumental parts

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

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: Using your imagination.

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, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.

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.