

Unit 4 Pitch – Year 4 Assessment Focus

Working at (is able to ...)

- I can aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range
- I can create simple melodies containing rhythmic patterns and use accompaniments
- I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.
- I can comment on own and other's performances using Yr 4 vocabulary learnt

Record the names of key children who are working below or above the age related expectations here:

Working towards (..is not yet able to ..)

Working above (..is confidently able to..)

Indicators (below)

- Doesn't show consideration of why high versus low pitch might be the most appropriate choice or step wise versus wide leaping pitch choices.
- Unable to pitch match beyond a 5 note range (do-re-me-fa-so)

Indicators (above)

- Invents own clear pitch patterns vocally or on tuned instruments that show good consideration of pitch choices matching purpose
- Begins to show an understanding of intervals, eg. a 2nd is two notes next to each other, an octave is 8 notes apart so a 3rd is ... a 4th is ...etc..and how these relate to notation

Questions to ask yourself / considerations to support your judgements

- Do they have enough experience of using their own voice for high and low?
- Do they understand how instrument size relates to pitch to guide their playing?
- What understanding of the musical stave have they developed so far?

- Do they naturally show consideration of other musical features?
- Are they able to lead on a performance?
- Can they pitch match accurately within an octave?

Ways to support	Ways to challenge
<ul style="list-style-type: none">• Model playing tuned instruments and ensure children can see as well as hear the difference in pitches (eg. size of chime bars relating to pitch)• Give lots of dot nation cards to explore playing and reinforce how this relates to notes rising and falling on a stave – do not overly worry about accurate reading of the stave at this stage.	<ul style="list-style-type: none">• Expose children to instruments such as keyboards where they can explore going up or down with the black and white keys and experiment with major and minor• Challenge them to use leaps or step wise motions differently for different effects• Challenge children to vary how they accompany a melody. Could they use chords? Broken chords?

