

Unit 4 Pitch – Year 6 Assessment Focus

Working at (is able to ...)

- I can demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.
- I can create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies
- I can use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.
- I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.
- I can comment on own and other's performances using Yr 6 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) • Unable to create musically diverse melodies • Doesn't consider musical elements beyond the main focus, ie. pitch • Struggling to hold own part • Unable to practically demonstrate musical vocabulary, eg. scale, drone etc..	Indicators (above) • Confidently switching between different types of scale – eg. pentatonic major or pentatonic minor • Able to read a treble clef with fluency • Can use a few different types of tuned accompaniments, eg. drone, major chords, minor chords, arpeggios • Considers a range of musical devices and inter-related dimensions to create desired effect
Questions to ask yourself / considerations to support your judgements	
• Can they determine the difference between a melody and accompaniment? • What musical vocabulary can they demonstrate practically?	• Do they naturally show consideration of other musical features? • Are they able to lead on a performance and support others?

	Do they know a range of musical devices, eg. using a chromatic scale, arpeggios, dynamic changes etc..
Ways to support - 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) - Ensure access to the mnemonics resource sheet for reading notation - Build confidence in basic accompaniments like a simple drone at first. - Stick with learning just one arpeggio	Ways to challenge - Challenge children to vary how they accompany a melody. Could they use chords? Broken chords? - Encourage varied use of rhythm combined with melodies - Once playing arpeggios confidently, encourage them to vary the order of how the notes ascend or descend.

