LEICESTERSHIRE MUSIC

Supportive Assessment Guidance:

Unit 3 Rhythm Year 3

Working at (is able to …)
• I can play rhythms confidently while maintaining a consistent pulse • I can demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments. • I can take part in a performance, following musical signals and maintain a strong sense of pulse • I can play rhythms from graphic notation or simple standard notation

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 • Struggles to copy rhythms aurally or from following notation • Unable to show awareness of others in the group and the leader to follow visual cues • Unable to make the link from stick notation to standard notation	**Indicators** • Leads a group, giving musical signals (cues) at appropriate places • Confidently relates graphic notation to simple standard notation • Suggests arrangements of how to perform a piece and improvements
Questions to ask yourself / considerations to support your judgements	
• Have they misunderstood adding up the duration to match 4 beats? • Do they struggle to repeatedly chant words rhythmically? • Are they unable to use musical vocabulary in the correct context?	• Can they consistently apply their knowledge in a variety of contexts? • Do they consider other inter-related dimensions alongside the key focus for that lesson? • Can they justify their musical choices using the age appropriate vocabulary?

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MUSIC MARK

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Ways to support	Ways to challenge
• Pair more able and less able children together so the less able child can shadow the other child • Do lots of modelling and copycat games • Spend lots of time chanting single words rhythmically without and then with a backing track • Give lots of practical opportunities to work with reinforcing stick to standard notation, eg. using PE hoops and laminated crotchet and paired quaver notations to reinforce creating a 4 beat rhythm	• Children could make up their own rhythmic arrangements that come in on the off-beat (like the Harry Potter example) • Children could be encouraged to insert rests into their composition • Lead body percussion routines for the whole class

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