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

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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	**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	- 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?

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