

## Supportive Assessment Guidance:

### Unit 1 Pulse Year 4

<p><b>Working at (is able to ...)</b></p> <ul style="list-style-type: none"> <li>• I can play confidently, identifying and maintaining a steady pulse.</li> <li>• I can follow basic symbols for standard and graphic notation</li> <li>• I can compose, perform and lead simple pieces in 4/4 time using ostinatos and drones</li> <li>• I can maintain an independent part in a small group when playing or singing (a drone, ostinato, ground bass)</li> </ul>
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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..)

<p style="text-align: center;"><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Unable to identify the pulse independently in music heard without teacher counting the beats aloud</li> <li>• Unable to clap a given rhythm in standard notation worth 4 beats (eg. Ta, Ti-ti, Ti-ti, Ta)</li> <li>• Joins the rhythm of another part they hear, eg. the rhythmic part (ostinato) when they should be keeping the steady pulse (drone)</li> <li>• Gets faster when playing the drone (steady pulse part)</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Able to identify pulse through clapping along to pieces with widely differing tempos and time signatures</li> <li>• Accurately maintains an independent part, being given a variety of roles – eg. playing the ground bass in one performance or ostinato rhythm in another</li> <li>• Shows good awareness of the whole ensemble, looking up and blending with other players</li> <li>• Uses standard notation accurately and may show some awareness of other values, eg. semibreves</li> </ul>
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**Questions to ask yourself / considerations to support your judgements**

<ul style="list-style-type: none"> <li>• Can they clap a rhythm of JUST crotchets or JUST paired quavers?</li> <li>• Are they unable to use musical vocabulary in the correct context?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they consistently apply their knowledge in a variety of contexts?</li> <li>• Do they consider other inter-related dimensions alongside the key focus for that lesson?</li> <li>• Can they justify their musical choices using the age appropriate vocabulary?</li> </ul>
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<p style="text-align: center;"><b>Ways to support</b></p> <ul style="list-style-type: none"> <li>• Pair more able and less able children together so the less able child can shadow the other child</li> </ul>	<p style="text-align: center;"><b>Ways to challenge</b></p> <ul style="list-style-type: none"> <li>• Children could be leaders 'counting in' the rest of their group with a steady '1, 2, 3, 4' to indicate the tempo and using stop / start signals</li> </ul>
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**MUSIC**

- Give standard notation patterns of ONLY crotchets or ONLY paired quavers (no rests) and say the words aloud (Ta, Ti-ti etc..)
- Do lots of modelling
- Give plenty of opportunity to stand and 'feel' rhythm and pulse work by stamping feet and clapping
- Use a metronome

- Children could create more complex melodic ostinatos using more than 2 notes from the pentatonic scale
- Encourage more syncopated rhythm work – NB: This will not be notated

