**Anglo-Saxon and Celt Music project for Years 3 and 4**

**Medium Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Learning Intentions**Children learn… | **Activities** | **Learning Outcomes**Children can… |
| **1** | About pulseAbout Anglo Saxon instrumentsHow to follow a beatTo listen to recorded musicSigns for getting louder and quieterHow to work as a class and in groups | **Intro:** Sing, ‘Hello children’ using G and E and play the name game. Explore pulse and rhythm. Brainstorm- Anglo-Saxons and Celts (decide on which era to concentrate)Look at You-tube clip of Anglo-Saxon/Celtic instruments.**Main:** Play get on board with body percussion and then instrumentsVary pulseListen to, ‘In the Hall of the Mountain King’ and discuss changesWork as a class and then in groups to follow change in dynamics.**Plenary:** Watch groups and assess | Play to a steady beatDiscriminate between pulse and rhythmListen attentively and identify changes in musical characteristicsWork co-operatively in groupsFollow signs for crescendo/decrescendo**Assess: Can follow signs for getting louder and quieter** |
| **2** | About pulse and rhythmA new gameHow to create a 4 beat rhythmic phrasesAbout question and answer phrasesHow to play in groupsAbout dynamic changes | **Intro:** Hello/Name gameExplore pulse and rhythm**Main:** What’s in the Tardis?Create 4-beat rhythm using words describing the life or times of the Celts/Anglo-SaxonsClap and say**Assess: Can create a 4-beat rhythmic phrase**Repeat using instrumentsListen to each and**Assess: Can play a 4-beat rhythmic phrase**  Divide class into 3 groups and choose 2 of the phrases.Groups 1 and 2 play one of the phrases and group 3 play the pulse. Swap. | Keep a steady beatCreate rhythmic phrasesPlay with control and awareness of pulseMaintain an independent part within a large group |
| **3** | About major and minor tonalityA new songTo listen carefully to recorded musicTo speak and play rhythmic phrasesTo use notes of a major and minor chord | **Intro:** Sing’ Hello’ using GEC/GEbC and discuss changing moodHave you brought your…voice? Discuss how dynamics and duration can affect mood**Main:** Discuss Roman/Celtic/Anglo-Saxon Goods and introduce Holst’s Planet SuiteIdentify changes in dynamicsIdentify repeated pattern (ostinato)*Which god does music describe? (Mars/Tiw)*Sing, ‘We are happy’ (Frere Jacques) in C major and ‘We are miserable’ in Dm.**Plenary:** Play pulse for each on CEGC’ and DFA and introduce chords*What is the mood of each?* | Explore character and mood with their voicesIdentify changes in dynamicsIdentify changes in moodSing tunefullyRespond to visual signals/cues |
| **4** | About major and minor soundsTo play rhythmic patternsAbout the difference between pulse and rhythm | **Intro:** Hello using Major and minor triadsRevise chords and the sounds of bothWarm-up voices and sing the Happy/sad songsIntroduce the story of Beowulf**Main:** Look at 4-beat phrases that describe hs story* Clap and say rhythm
* Tap pulse
* Group 1 play pulse on CEGC’
* Group 2 play rhythm on CEGC’
* Group 3 tap pulse
* Group 4 clap rhythm
* Swap tasks and use DFA with groups 3 and 4

**Assess: Can play with awareness of pulse****Can maintain an independent part within a group****Plenary:** Discuss how the different chords changed the mood of the songSelf-assessment using thumbs up/to the side/down*Can I play the rhythm/pulse accurately/**Can I maintain my part when others are playing something different?* | Sing freely and tunefullyPlay rhythmic patterns accuratelyPlay a steady pulseMaintain in independent part within a group |
| **5** | A new songAbout pitch, pace and dynamicsAbout contrasting musical elementsTo work creatively in groups | **Intro:** Hello (major and minor triads)‘I’m alive, alert, awake, enthusiastic’ by Sarah WattsDiscuss changing elementsListen to part of ‘The Catacombs from Mussorgsky’s ‘Pictures at an Exhibition’ and discuss changing elementsListen again and show changing dynamics with hands**Main:** Introduce and read story of BeowulfComposition in 6 groupsLook at scenes on each card from story and discuss how the dynamics/pace/mood will changeMake up a 4-beat phrase to describe the sceneClap and say phrase with appropriate dynamics**Plenary:** listen to each group and note down each phrase | About the inter-related dimensions of musicHow these can be altered to create changes in moodTo identify changes in dynamicsTo plan work in group co-operatively and creatively |
| **6** | A new chantAbout selecting sounds according to their durationHow to work in a groupHow to combine rhythm and pulseHow to change sounds (dynamics) | **Intro:** Sing, ‘Hello’ using happy, sad, grumpy, sleepy voiceChildren to identify mood of each with eyes closedDiscuss how the duration, pitch, pace and dynamics of each affect their characterSay, ‘Lickety Split’ and discuss which elements are explored**Main:** In composition groups, all say and clap words of phrasesOne half of each group tap pulseListen to each half of every group and ask them to show appropriate changes of volumeAppoint conductor to bring in both halves of group and to show changes in dynamics**Plenary:** Revisit the Catacombs listening activity | About character in musicHow the inter-related dimensions of music can affect the mood of a pieceHow to work in a groupHow to perform in a groupHow to follow visual instructionsHow to talk about their music and the music of others’ |
| **7** | About character in musicHow the inter-related dimensions of music can affect the mood of a pieceHow to work in a groupHow to perform in a groupHow to follow visual instructionsHow to talk about their music and the music of others’ | **Intro:** Hello using major/minor triadsRevise ‘I am happy’/ ‘I am miserable’ songs**Main:** Revise composition activityPlay rhythm and pulse on instruments (pulse first)LA: Pulse only with dynamicsMA: Rhythm only with dynamicsHA: Pulse and rhythm with dynamicsPractice and perform**Assess: Can explore sounds within the structure of a story****Plenary:** Listen and assess as a classComment on* Ensemble
* Pulse/rhythm
* Following the conductor
* Contrasting dynamics

Note those who suggested changes**Assess: Can suggest changes in music** | Sing confidently and accurately in a major and minor keyWork co-operatively in groupsPerform with a sense of balance and ensembleFollow instructions in order to change the dynamics of their playingPerform with awareness of intentionTalk about the sounds they hear using musical language |



**Happy or Sad?** 

We are happy x 2 CDEC

Girls and Boys x 2 EFG-

We like singing happy songs x 2 gagfedC

Full of joy x 2 CGC-

We are miserable x 2 DEfeD

Oh so sad x 2 FGA-

When we sing this horrid song x 2 aBbagfeD

We feel bad x 2 DAD-

**1 2 3 4**

 **Out of the mists -**

**1 2 3 4**

 **Fire on the wat - er**

**1 2 3 4**

 **Sparks a dream -**

**1 2 3 4**

 **Hero comes home -**

**1 2 3 4**

 **Dead or a- live**

**1 2 3 4**

 **Al- ways a he- ro**

**1 2 3 4**

 **Crim- son tide -**

**Group 1:…………………………………..**

**Feasting and Merry-making**

**Our rhythm……………………………………………………………………**

**Dynamics……………………………………………………………………..**

**Grendel approaches**

**Dynamics……………………………………………………………………..**

**Group 2:…………………………………**

**Fight with Grendel**

**Our rhythm……………………………………………………………………**

**Dynamics……………………………………………………………………..**

**Grendel flees**

**Dynamics……………………………………………………………………..**

**Group 3:………………………………….**

**Red Lake and the death of Grendel**

**Our rhythm……………………………………………………………………**

**Dynamics……………………………………………………………………..**

**Feast and celebrations**

**Dynamics……………………………………………………………………..**

**Group 4:………………………………….**

**Grendel’s mother approaches**

**Our rhythm……………………………………………………………………**

**Dynamics……………………………………………………………………..**

**Grendel’s mother finds Beowulf**

**Dynamics……………………………………………………………………..**

**Group 5:………………………………….**

**Grendel’s mother fights with Beowulf (throw s a cauldron to knock his sword out of his hand)**

**Our rhythm……………………………………………………………………**

**Dynamics……………………………………………………………………..**

**Beowulf slays her with Grendel’s sword**

**Dynamics……………………………………………………………………..**

**Group 6:………………………………….**

**Sadness at Heorot**

**Our rhythm……………………………………………………………………**

**Dynamics……………………………………………………………………..**

**Beowulf’s footsteps and his return**

**Dynamics……………………………………………………………………..**

**Anglo- Saxons and Celts**

**A music topic for Years 3 and 4**

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**Anglo- Saxons and Celts**

**A music topic for Years 3 and 4**

**During this topic**

**Some children will be able to (emerging)**

Copy the shape of sung phrases

Play a steady beat with others

Play a rhythmic pattern within a large group

Create a 4 beat rhythm with some help

Maintain an independent part with some help

Explore the inter-related dimensions of music within the class

Respond to signals with sounds with guidance

**Some children will be able to (achieving)**

Copy the pitch of sung phrases

Play or sing with awareness of pulse

Create a 4- beat rhythm using words from their knowledge of the Celts/Anglo-Saxons

Maintain an independent part within a large group

Explore sounds within a the structure of a poem

Explore the inter-related dimensions of music

Respond to signals or symbols with sound

Suggest changes in the music they hear

**Some children will be able to (exceeding)**

Copy the pitch of sung phrases accurately and tunefully

Play and sing with awareness of pulse and take I a role in leading others

Create a 4 or 8-beat rhythm using their knowledge of the Celts/Anglo Saxons and play every syllable accurately

Maintain an independent part within a group and take a leading role in their group’s performance

Explore the inter-related elements of music and use that knowledge when selecting and playing instruments

Respond to signals and symbols with sound and lead others with their own signals

Suggest changes in the music they hear and play and justify them using musical language

**Lesson 1: 45mins**

**Learning Intentions:** Children learn

About pulse

About Anglo Saxon instruments

How to follow a beat

To listen to recorded music

Signs for getting louder and quieter

How to work as a class and in groups

**Introductory activity (15mins)**

Sing, ‘Hello children’ using G and E and show them how to play the name game.

*What are they showing with their hands? (The pulse or beat).*

*What are their voices saying? (The rhythm of their names)*

Return to, ‘Hello children’ and change it to, ‘Hello Everyone’. Firstly tap a pulse underneath and then clap the rhythm of the words.

*What do they notice about the rhythm of ‘Hello everyone’ and ‘Hello Mrs. Knight?’ (They are the same)*

Tell the children that the music they are going to be making is loosely related to the times of the Anglo-Saxons and Celts.

Ask them what they know about these times.

Look at some Anglo-Saxon instruments on You-Tube and contrast them with the instruments we have in the classroom today.

**Main activity (20mins)**

Ask them to ‘Get on board’ a Celtic horse and cart by following a steady beat. Try this with clapping at first and then divide the children into four groups; wooden sounds, metal sounds, skin sounds and shaker sounds.

Ask each group to listen for their cue to get on board and to get off.

Now tell them that the beat/pulse might get faster or slower and that they should try to copy these changes with their instruments.

Tell the children that they will be basing their music around the story of a legendary character called Beowulf who was from Sweden.

Tell the story of what had happened in Hrothgar’s feasting hall, Heorot and how Beowulf and 14 of his men sailed to Denmark to battle with the Grendel.

Listen to Grieg’s ‘In the Hall of the Mountain King’ from Peer Gynt Suite no.1 and tell them a little about the Norwegian composer.

*Norwegian folk tales inspired Henrik Ibsen to write his play, ‘Peer Gynt’. During this part of the play Peer Gynt tries to sneak out of the hall of the Mountain King after he has insulted the King and his trolls.*

Ask the children the following questions

* What did notice about the pulse in the piece? (it got faster)
* What did they notice about the volume or dynamics in the piece? (They got louder)
* Do they think this would be a good place to go for a feast?

Listen to the piece again and keep time with the beat by tapping hands on legs.

Show the children the signs for getting louder (flats of palms moving away from each other) and quieter (palms moving together again).

Ask the children to follow these signs and then divide them into groups of 3.

One child should be the conductor and show them the pulse with his or her hands in the air, whilst showing the changes in volume by moving the palms away or together.

If time, swap conductors so that every child has a chance to conduct.

**Plenary (10mins)**

Watch each of the groups and observe whether the children can follow the signs for getting louder/quieter whilst keeping a steady pulse.

**Extension for Year 4:** *can they follow a varying pulse as well?*

**Assess: Can follow signs for getting louder and quieter**

**Learning Outcomes:** Children can

Play to a steady beat

Discriminate between pulse and rhythm

Listen attentively and identify changes in musical characteristics

Work co-operatively in groups

Follow signs for crescendo/decrescendo

**Week 2: 45mins**

**Learning intentions:** Children learn

About pulse and rhythm

A new game

How to create a 4 beat rhythmic phrases

About question and answer phrases

How to play in groups

About dynamic changes

**Introductory activity (10mins)**

Sing, ‘Hello everyone’ and ask the children to respond.

Repeat this twice; one tapping a steady beat and once clapping the rhythm of the words.

Revise the name game.

*Which part of our bodies kept the pulse? (Our hands)*

*Which part showed a rhythm? (Our voices)*

**Main activity (25mins)**

Play a game of, ‘What’s in the Tardis?’

The children should think of a phrase that describes the life or times of the Celts (or Anglo-Saxons).

The phrases should fit within the 4 sides of a square

E.g.. Fierce, proud, artistic

Farmers and metal -workers

Skilled warriors

Villages and hill forts

Lived in Western Europe

Stone, wattle and daub

Fires, cauldrons, bread ovens

Wove cloths, made pots

Iron, bronze and copper

Silver and gold

Farm tools, weapons and shields

Chariots and helmets

All the children will clap the question, ‘What’s in the Tardis?’ and the children will individually speak and clap their answer.

**Assess: Can create a four –beat rhythmic phrase**

Repeat this activity using instruments

**Assess: Can play a four-beat rhythmic phrase**

**Plenary (10mins)**

Divide the class into three groups.

Choose two of the rhythmic phrases and ask two groups to play these, with the third group maintaining a steady pulse.

Swap the groups around so that all have the experience of playing the rhythmic phrases and the pulse.

*What do they have to listen to in order to play in time? (The pulse)*

**Learning Outcomes:** Children can

Keep a steady beat

Create rhythmic phrases

Play with control and awareness of pulse

Maintain an independent part within a large group

**Week 3: 45mins**

**Learning Intentions:** Children learn

About major and minor tonality

A new song

To listen carefully to recorded music

To speak and play rhythmic phrases

To use notes of a major and minor chord

**Introductory activity (10mins)**

Sing ‘Hello children’ using GE C and then GEbC

Ask the children how the mood changed.

We are going to explore mood in music today.

Introduce the chant, ‘Have you brought…?’ and ask the children to reply, ‘Yes, I have’ in the same manner in which I ask the question.

Changes in dynamics or volume can affect the mood of a piece of music.

**Main activity (25mins)**

Ask the children to listen to a piece of orchestral music by the English composer, Gustav Holst. He wrote a group of pieces called ‘The Planets’. The music doesn’t describe the scientific aspect of the planets but uses the names of the Roman Gods as inspiration.

The Romans took many years to defeat the Celts and the Celts and Anglo-Saxons and Vikings all had gods of their own.

When they listen to the music they should think about the following:

*Does the music stay at the same volume or do the dynamics change? Starts quiet and gets louder)*

*Can they hear a repeated rhythmic pattern? (Yes- ‘Elephants don’t like coco pops)*

*What god/planet might the music be describing? (Mars-the bringer of War)*

***Woden-chief of Gods***

***Tiw- god of war***

Discuss the answers to these questions with the children and then try clapping the rhythm, ‘Elephants don’t like coco pops’.

*Can they follow signals to get louder/quieter whilst clapping together?*

Ask the children to remember the phrase they made up last week and to write it on the sheet provided.

*Can they clap and say the phrase loudly and quietly?*

Remind the children of the sign for getting louder and getting quieter.

Ask them to play one of the rhythms whilst watching these signals.

Now teach the children the following songs: Tune = Frere Jacques

We are happy x 2

Girls and boys x 2

We like singing happy songs x 2

Full of joy x 2

We are miserable x 2

Oh so sad x 2

When we sing this horrid song x 2

We feel bad x 2

The first is in C major and the second, in D minor

Ask the children how the mood changed from one song to the next.

**Plenary (10mins)**

Give out the chime bar notes, C E G to half the class and DFA to the other half.

Ask each half to keep a steady beat with the appropriate song as the other children sing it.

*The notes they were using came from different* ***chords***

*How would they describe the mood of each?*

**Learning Outcomes:** Children can

Explore character and mood with their voices

Identify changes in dynamics

Identify changes in mood

Sing tunefully

Respond to visual signals/cues

**Week 4: 45mins**

**Learning Intentions:** Children learn

A new song

About major and minor sounds

To play rhythmic patterns

About the difference between pulse and rhythm

**Introductory activity (20mins)**

Sing, ‘Hello children’ using a major triad and then a minor triad.

Warm the childrens’ voices up by asking them to follow the roller coaster/buzzy bee and by asking them to copy firework sounds.

Revise the Happy/sad song and then introduce the children to the story of Beowulf.

He sailed from Sweden to help the Danish king, Hrothgar whose feasting hall was being visited by the beast Grendel every evening.

Sing the song.

**Main activity (20mins)**

Look at phrase from the song together and how they are spaced over 4 beats.

Make sure that the children understand that a dash means a rest or a silence.

They are clapping the *rhythm* of the words.

Now repeat each phrase and ask the children to tap a steady p*ulse* underneath each.

Divide the children into four groups.

Give out chime bars CEGC’ to groups 1 and 2.

Ask group 1 to play a steady pulse whilst groups 3 tap the pulse on their knees.

Ask group 2 to play the rhythm of the words while group 4 clap the rhythm.

**Assess: Can play with awareness of pulse**

**Can maintain an independent part within a group**

Swap over tasks so that children in Group 1 play the pulse and children in Group 2 play the rhythm.

Now give out the chime DFA to groups 3 and 4 and repeat the activity, ensuring both groups have the opportunity to play both the rhythm and the pulse.

**Plenary (5mins)**

Pack away the instruments and discuss how the different chords changed the character of the music.

Ask the children to show with their thumbs how easy/difficult they found it to play in groups and to play the pulse/rhythm

**Learning Outcomes:** Children can

Sing freely and tunefully

Play rhythmic patterns accurately

Play a steady pulse

Maintain in independent part within a group

**Week 5: 45mins**

**Learning Intentions:** Children learn

Two new songs

About pitch, pace and dynamics

About contrasting musical elements

To work creatively in groups

**Introductory activity (15mins)**

Sing, ‘Hello children’ using the major and minor triads and ask the children to suggest which is which.

Introduce the song, ‘I’m alive, alert, awake, enthusiastic’ by Sarah Watts and when they have finished singing it, ask the children which musical elements changed (Pitch and pace)

Listen to part of ‘The Catacombs’ from Mussorgsky’s ‘Pictures at an Exhibition’.

Tell the children that the piece shows great contrast in dynamics.

They should indicate when the sound is loudest by moving their hands far apart and when it is quietest, by moving them closer together.

**Main activity (25mins)**

Remind the children of the story of Beowulf and tell them more of it.

Remind the children of the rhythms they played the previous week and ask them to say and clap them quietly and then loudly.

*Can they follow my hands as I move them apart and together again?*

Divide the children into 6 groups and give each a composition card.

Once they have read the card they should decide how the dynamics change

1. Feasting and merrymaking/Grendel approaches (Loud and then quiet, getting louder again)
2. Fight with Grendel/Grendel flees (Loud and then getting quieter)
3. Red lake/death of Grendel/Feast (Quiet and then loud)
4. Grendel’s mother’s entrance (Getting louder)
5. Fight/cauldron and sword (loud and then silent)
6. Sadness at Heorot/Beowulf’s footsteps and return (Quiet and then gradually louder)

Ask the children to write down how the dynamics change and to wither choose one of the phrases from the song or make up their own to play in their piece next week.

**Plenary (5mins)**

Listen to each group’s rhythm in turn and note it down.

**Learning Outcomes:** Children learn

About the inter-related dimensions of music

How these can be altered to create changes in mood

To identify changes in dynamics

To plan work in group co-operatively and creatively

**Lesson 6: 45mins**

**Learning Intentions:** Children learn

A new chant

About selecting sounds according to their duration

How to work in a group

How to combine rhythm and pulse

How to change sounds (dynamics)

**Introductory activity (15mins)**

Sing, ‘Hello’ using a happy, sad, grumpy and sleepy voice.

Ask the children to reply with the same vocal quality.

Ask the children to close their eyes and listen to my 4 versions of ‘Hello’

*How do they know what my mood is?*

*How does the duration, pace, pitch and volume change each time?*

Teach the children the responses to ‘Lickety Split’.

*How did we change the way in which we said the chant? (Pace and dynamics).*

**Main activity (20mins)**

Remind the children of the composition sheets that they filled in the previous week.

They had to make a decision about the way in which they would play their rhythms/pulse by choosing a dynamic level.

Ask each group to practise saying their rhythm at the appropriate volume.

Now ask half the group to clap and say the rhythm whilst the other half keep a steady pulse.

When they select their sounds today they will need to think about their sound quality or ***timbre.*** They will also need to decide if they want their sounds to be long or short i.e. they will be considering their ***duration.***

In order to make these decisions they will need to think about the selection of the story they are illustrating.

Group 1: bright and jolly sounds (tambourines/bells) then drum beat/rhythm

Group 2: Fighting (triangles held/drums)

Group 3: Sad watery sounds (triangles/maracas) played slowly and quietly and then quicker and louder during the celebrations

Group 4/5: Mysterious sounds (drums/claves/bells) played quietly and slowly and then louder and faster during the fight

Group 6: sad sounds (claves/temple bells) then jollier sounds

**Plenary (10mins)**

Pack away the instruments and listen to ‘The Catacombs’ again. Ask the children to show the changes in dynamics with their hands. They should hold them far apart for loud sounds and close together for quiet sounds.

**Learning Outcomes:** Children can

Discuss the timbre and duration of sounds

They can make decisions about the volume and pace at which they play them

They can play a steady beat/rhythmic patterns confidently and accurately

**Lesson 7: 45mins**

**Learning Intentions:** Children learn

About character in music

How the inter-related dimensions of music can affect the mood of a piece

How to work in a group

How to perform in a group

How to follow visual instructions

How to talk about their music and the music of others’

**Introductory activity (10mins)**

Sing, ‘Hello children’ using a major and then minor triad and ask the children to recognise which is ‘sad’ and which is ‘happy’.

Revise the ‘I am happy’ and ‘I am miserable’ songs.

**Main activity (20mins)**

Remind the children how each group had made up a rhythmic pattern to illustrate their part of the story of Beowulf.

Group1: Starts happy and then turns sad (loud/ quiet to loud)

Group 2: Starts sad and then fades away (Loud/loud to quiet)

Group 3: Stars sad and the turns happy (quiet/loud)

Group 4&5: Starts sad and turns angry (quiet to loud/loud)

Group 6: Starts sad and turns happy (quiet/quiet to loud)

In each group one child should be in control of starting and stopping the group and of showing the changes in dynamics.

They can either do this with their hands and not play an instrument, or play an instrument, use their mouth to whisper “One, two, of we go”/ “One, two ready stop” and ask the other children to follow the volume at which they play.

Two children will also not play the rhythm but just the pulse on their instruments. They too will need to follow the conductor.

Group 1: bright and jolly sounds (tambourines/bells) then drum beat/rhythm

Group 2: Fighting (triangles held/drums)

Group 3: Sad watery sounds (triangles/maracas) played slowly and quietly and then quicker and louder during the celebrations

Group 4/5: Mysterious sounds (drums/claves/bells) played quietly and slowly and then louder and faster during the fight

Group 6: sad sounds (claves/temple bells) then jollier sounds

When the children have their instruments ask each group to play a steady pulse quietly and then loudly, following their conductor.

Then ask them to do the same with their rhythm.

**Assess: Can respond to signals with sound**

LA: Will play the rhythm ***or*** pulse together

MA: Will play the rhythm ***or*** pulse together and follow the conductor’s signals in order to change their dynamics

HA: Will split their group into two, play the rhythms ***and*** the pulse ***and*** follow signals in order to change their dynamics

Give the groups time to practise.

**Assess: Can explore sounds within the structure of a story**

**Plenary (15mins)**

Listen to each group in turn and ask the other children to listen for the following points

* *Are the children playing together?*
* *Can you hear a pulse?*
* *Can you hear a rhythmic pattern?*
* *Are the children following their conductor?*
* *Is there enough contrast in the dynamics and character between both sections of their piece?*

**Assess: Can suggest changes in music**

**Learning Outcomes:** Children can

Sing confidently and accurately in a major and minor key

Work co-operatively in groups

Perform with a sense of balance and ensemble

Follow instructions in order to change the dynamics of their playing

Perform with awareness of intention

Talk about the sounds they hear using musical language

**Anglo- Saxon and Celts Music Project**

**Year 3 and 4**

**Assessment**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of child** | **Play or sing with awareness of pulse** | **Create a 4 beat rhythm** | **Maintain an independent part within a large group** | **Explore sounds within the structure of a poem or story** | **Explore pace, dynamics, pitch and duration** | **Respond to signals or symbols with sound** | **Suggest changes in the music** |
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3 = emerging 2 = achieving 1 = exceeding