**WCIT/FIRST ACCESS RECORD OF PUPIL PROGRESS Y3/4**

To be completed by the instrumental tutor advised by the class teacher/TA attending the sessions.

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| **Tutor: ……………………… Attending class teacher/TA Instrument/s taught …………………**  |
| **(Secure) Some pupils** **achieved beyond** expectation and can:* follow and respond musically to directions/conducting gestures from a leader
* accurately echo-sing phrases that moves stepwise, following hand signs
* accurately copy a 8-beat rhythmic phrase, incorporating dotted rhythms,
* **(Tuned instruments)** play back a short phrase based on 2 notes, by ear
* read symbols from staff/rhythm/tab notation
* play their instrument showing correct technique
 | **Pupils’ names** |
| **(Expected) Most pupils can**:* follow the leader’s signals when singing or playing
* echo-sing short phrases that move stepwise, recognising that hand signs show changes in pitch
* maintain a steady beat (pulse) to a piece
* copy a 4-beat rhythmic phrase, incorporating minims, crotchet and quavers
* **(Tuned instruments)** copy short two-note melodic snippets by ear
* begin to read symbols from staff/rhythm/tab notation
* play their instrument demonstrating some understanding of technique
 | **Pupils’ names** |
| **(Working towards) Some pupils did not achieve so much progress and can:*** follow a leader, stopping and starting together
* follow and mark the pulse with others
* copy a short simple rhythmic pattern, incorporating crochets and minims
* **(Tuned instrument)** copy-play single notes, focusing on accurate pitch-matching
* recognise that music can be represented by conventional symbols
* hold their instrument correctly (showing playing and rest positions as appropriate)
 | **Pupils’ names** |

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**WCIT/FIRST ACCESS RECORD OF PUPIL PROGRESS Y5/6**

To be completed by the instrumental tutor advised by the class teacher/TA attending the sessions.

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| **Tutor: ……………………… Attending class teacher/TA Instrument/s taught …………………**  |
| **(Secure) Some pupils** **achieved beyond** expectation and can:* follow and respond musically to directions/conducting gestures from a leader
* accurately echo-sing phrases that move stepwise, following hand signs
* copy a 8-beat rhythmic phrase, incorporating dotted rhythms,
* **(Tuned instruments)** play back a short phrase based on 2 notes, by ear
* begin to read symbols from staff/rhythm/tab notation
* play their instrument showing correct technique
* ***improvise and perform a short simple melody or rhythmic piece using the full range of familiar notes/rhythms and demonstrating some sense of developing musicianship.***
 | **Pupils’ names** |
| **(Expected) Most pupils can**:* follow the leader’s signals when singing or playing
* echo-sing short phrases that move stepwise, recognising that hand signs show changes in pitch
* maintain a steady beat (pulse) to a piece
* copy a 4-beat rhythmic phrase, incorporating minims, crotchet and quavers
* **(Tuned instruments)** copy short two-note melodic snippets by ear
* play their instrument demonstrating some understanding of technique
* ***improvise a short pitched or rhythmic phrase to ‘fill-the-gap’ during a shared class piece which accommodates 4-beat ‘solos’ – these should incorporate some rhythmic interest***
 | **Pupils’ names** |
| **(Working towards) Some pupils did not achieve so much progress and can:*** follow a leader, stopping and starting together
* show some understanding of how hand signs indicate pitch
* follow and mark the pulse with others
* copy a short simple rhythmic pattern, incorporating crochets and minims
* **(Tuned instrument)** copy-play single notes, listening for accurate pitch matching
* hold their instrument correctly (playing and rest positions as appropriate
* ***Improvise and play a ’response’ phrase (pitched or rhythmic), to a given ‘call’***
 | **Pupils’ names** |

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