Music Room 4 Outcomes Tracking

		Music Elements												
Year	Beat & Rhythm						Pi	itch & M	elody	Form Dyr			mics	
Grade	Maintains a steady beat to music through movement or playing a percussion instrument.	Can read, and clap/play, rhythm patterns involving crotchets, quavers, minims, datted minims and rests, in ${\bf \hat k}$ and ${\bf \hat k}$ time. time.	ements e.	: & improvisations.	Demonstrates an understanding of, and/or uses, the musical terms beat, rhythm, accent, fours, threes, taa, ti-ti, too-oo, too-oo, zaa.	Reads and plays melodic patterns & scores.	S.	antatonic Il works.	ement ody.	Demonstrates an understanding of, and/or uses, the musical terms pitch, melody, harmony, drone, signature tune, scat, improvisation.	songs,	through on.	Uses dynamic changes (getting louder/softer) in musical compositions & performances.	Creates signals to indicate dynamic changes.
Teacher	ntains a steady bea ement or playing a	read, and clap/pla lving crotchets, qua ms and rests, in	Improvises simple movements to show ${\bf \hat I}$ and ${\bf \hat {\hat {\bf Z}}}$ time.	Creates rhythm patterns & improvisations.	ionstrates an under , the musical terms s, threes, taa, ti-ti, t	ds and plays meloc	Creates short melodies, ostinati & improvisations.	Uses major, minor & pentatonic scales to create musical works.	Responds through movement to different types of melody.	ionstrates an unders musical terms pitch, ie, signature tune, s	Recognises structure in songs, lyrics & music.	Demonstrates structure through movement & composition.	s dynamic changes iusical composition	ites signals to indic
Students	Mair mov	Can invo mini	Impi to sh	Creo	Dem uses fours	Read	Crea	Uses	Resp to di	Derr the r dron	Reco	Dem	Uses in m	Crea

Music Elements											Arts P	ractice	Responding to the Arts			
Tem	npo		Tone Colour					Style	lde	as, Sk	ills, Tech	niques &	Proce	Criticism, Aethetics & Context		
Uses tempo changes (getting faster/slower) in musical compositions & performances.	Responds to tempo changes through movement.	Explores and uses the voice in a variety of ways.	Makes and creates music with found objects.	Builds sound descriptor vocabulary for vocal sounds & other sound sources (classroom instruments & found objects).	Uses vocal & instrumental sound effects to show moods & emotions.	Responds intellectually & emotionally to music.	Recognises, and uses, textural changes (thicker/thinner) in musical compositions.	Explores songs & music through different contexts (times, places & purposes).	Sings, moves and plays confidently.	Performs confidently to class.	Uses musical elements to communicate ideas & feelings in movement & composition.	Uses sounds and/or movements to create a performance piece.	Uses improvisation in performance.	Composes rhymes & lyrics in a song.	Communicates personal observations & feelings relating to music (own or other's), using appropriate musical vocabulary.	Identifies examples of music in different contexts (cultures, times, purposes).