



Topic: Oh I do like to be beside the seaside

Objective	Assessment (Pupils' names in columns)		
	+	=	-
Appreciate & Understand a wide range of seaside-inspired music from different traditions			
Outcomes			
Appreciation: Positive or negative verbal responses to the pieces (with justification)			
Understanding: Verbal explanation of the musical qualities that make the pieces sound like the sea.			
Written work in composers' notebook pages 2 & 3.			

Examples:

+ Responses referencing the IDMS

= Responses referencing emotion / simile / pictorial language

- Basic response e.g. 'I like it because it sounds like the sea'



Objective	Assessment (Pupils names in columns)		
Compose descriptive music using the interrelated dimensions.	+	=	-
Outcomes			
<p>Group 'Seaside' Compositions.</p> <p>Composer's Notebook p4 & 5.</p>			

Examples:

- + Compositions which sound like the seaside and include all IDMs
- + All boxes on p6 ticked, a clear plan with considered choices on p3.
- = Compositions which sound like the seaside and include most IDMs
- = Most boxes on p6 ticked, a reasonably clear and considered plan on p3.
- Compositions which bear no resemblance to the sound of the seaside
- Few boxes on p6 ticked, little evidence of coherent planning on p3.



Objective	Assessment (Pupils' names in columns)		
	+	=	-
Understand and use grid notation.			
Outcomes			
Composer's Notebook p5			
Performances (recordings) of compositions played accurately from grid notation.			

Examples:

- + Performances of compositions which perfectly match grid notation
- = Performances of compositions which mostly match grid notation
- Performances of compositions which do not match grid notation