ASSESSMENT (observation, general criteria)

STUDENT NAME 	React moving around listening to the sensorial stimulus (beats, tempos, music, words)	Keep a steady beat and find the double fast and double slow.	Beat, move and identify rhythm patterns.	Distinguish tempo and respond.	Understand and give instructions for movement.	Know the duration of music notes.	Identify the elements of music: pitch, duration, tempo, dynamics.	Memorise songs and movements.	Control and co-ordinate body movements with objects to music and rhythm.	Join in enthusiastically, moving and singing with the class.	Work in pairs and a group.	Perform to the rest of the class.
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20.												

ASSESSMENT (INDIVIDUAL AND GROUP WORKSHEET) UNIT 1

LESSON	L	1	L 2	L3	L4	L5	LESSON	L1
INDIVIDUAL WORKSHEET →	WS	WS	WS	WS	WS	WS	GROUP WORKSHEET→	Skeleton
STUDENT NAME ∜	1.1	1.2	2.1	3.1	4.1	5.2	STUDENT NAME Ψ	Mat 1.2
1.							1.	
2.							2.	
3.							3.	
3.							3.	
4							4	
5.							5.	
6.							6.	
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23.							23.	
24.							24.	
25.							25.	

SONG UNIT 1 lesson 5 Activity 2: creating a new version song. Groups of 4 people. Feedback assessment WS 5.1

GROUP 1 nam	es:			GROUP 2 nam	nes:			GROUP 3 nam	ies		
Song:	very good	good	quite good	Song:	very good	good	quite good	Song:	very good	good	quite good
Movements:	very good	good	quite good	Movements:	very good	good	quite good	Movements:	very good	good	quite good
Creativity:	very good	good	quite good	Creativity:	very good	good	quite good	Creativity:	very good	good	quite good
Staging:	very good	good	quite good	Staging:	very good	good	quite good	Staging:	very good	good	quite good
We like the _				We like the _				We like the _			
GROUP 4 nam	ies:			GROUP 5 nam	nes:			GROUP 6 nam	ies:		
GROUP 4 nam	es:			GROUP 5 nam	nes:			GROUP 6 nam	ies:		
GROUP 4 nam Song:	very good	good	quite good		very good	good	quite good			good	quite good
	very good		quite good	Song:	very good			Song:	very good		
Song:	very good	good		Song: Movements:	very good	good		Song: Movements:	very good	good	
Song: Movements: Creativity:	very good very good very good	good	quite good	Song: Movements: Creativity:	very good very good very good	good	quite good	Song: Movements: Creativity:	very good	good	quite good
Song: Movements: Creativity:	very good very good very good very good	good good good	quite good quite good quite good	Song: Movements: Creativity:	very good very good very good very good	good good good	quite good quite good quite good	Song: Movements: Creativity:	very good very good very good very good	good good good	quite good

ASSESSMENT (INDIVIDUAL AND GROUP WORKSHEET) UNIT 2

LESSON	L	.7		L 8		L9	LESSON	L6	L10
INDIVIDUAL WORKSHEET →	WS	WS	WS	WS	WS	WS	GROUP WORKSHEET→	WS	WS
STUDENT NAME ∜	7.1	7.3	8.1	8.2 a	8.2 b	9.1	STUDENT NAME ∜	6.1	10.1
1.							1.		
2.							2.		
3.							3.		
3.							3.		
4							4		
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CHOREOGRAPHIES UNIT 2

lesson 6 Activity 5:"building a Clock" Syncopated clock. Groups of 3 people. **LEVEL exercise**

Group names:	Group names:	Group names:
Use of levels:	Use of levels:	Use of levels:
Responding to the beat:	Responding to the beat:	Responding to the beat:
Creativity (clock):	Creativity (clock):	Creativity (clock):
Group names:	Group names:	Group names:
Use of levels:	Use of levels:	Use of levels:
Responding to the beat:	Responding to the beat:	Responding to the beat:
Creativity (clock):	Creativity (clock):	Creativity (clock):
Group names:	Group names:	Group names:
Use of levels:	Use of levels:	Use of levels:
Responding to the beat:	Responding to the beat:	Responding to the beat:
Creativity (clock):	Creativity (clock):	Creativity (clock):

CHOREOGRAPHIES UNIT 2

lesson 7 Activity 6:"the voice and the cello" Concerto in D m for two mandolins. Groups of 2 people. MIRROR exercise

Group names:	Group names:	Group names:	Group names:
Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):
Group names:	Group names:	Group names:	Group names:
Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):
Group names:	Group names:	Group names:	Group names:
Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):	Control of: movement: tempo music structure: Creativity (levels):

CHOREOGRAPHIES UNIT 2

lesson 10 Activity 3:"My Shadow never leaves me" Main titles" Chocolat. Groups of 3 people **SHADOW exercise**

	Group names:	Group names:
Control of:	Control of:	Control of:
Movement:	Movement:	Movement:
Тетро:	Tempo:	Тетро:
Creativity:	Creativity:	Creativity:
Group names:	Group names:	Group names:
Control of:	Control of:	Control of:
Movement:	Movement:	Movement:
Тетро:	Тетро:	Тетро:
Creativity:	Creativity:	Creativity:
Group names:	Group names:	Group names:
Control of:	Control of:	Control of:
Movement:	Movement:	Movement:
Тетро:	Тетро:	Тетро:
Creativity:	Creativity:	Creativity:
	Movement: Tempo: Creativity: Group names: Control of: Movement: Tempo: Creativity: Group names: Control of: Movement: Tempo: Tempo: Tempo: Tempo:	Movement:Movement:Tempo:Tempo:Creativity:Creativity: Group names: Group names: Control of: Movement: Tempo: Creativity: Group names: Group names: Group names: Control of: Movement: Movement: Tempo: Tempo: Tempo: Tempo: Tempo:

ASSESSMENT (INDIVIDUAL AND GROUP WORKSHEET) UNIT 3

LESSON	Ľ	11	L 12	L1	3	L15
INDIVIDUAL WORKSHEET ->	WS	WS	WS	WS	WS	WS
STUDENT NAME ✓	11.1	11.2	12.1	13.1 a	13.1 b	15.1
1.						
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CHOREOGRAPHY UNIT 3 lesson 14 Activity 4: Create a choreography with DOREMI song using different objects. Groups of 8 people. *Feedback* assessment WS 14.3.

different objects movements: Yes No C Major scale with the hoops: Yes The group have: The group have: The group have: The group have: The group have: Kept in step to the beat: L Q A lot Kept in step to the beat: L Q A lot Controlled the movements Contro	GROUP A names:				GROUP B names:				GROUP C names			
3 7 4 8 8 4 8 4 8 8 4 8 8 4 8 8 8 8 8 8 8	L 5				1 5				1 5			
4 8 4 8 4 8 4 8 4 8 4 8 4 8 8 The group have used: The group have used: The group have used: The group have used: The group have used: The group have used:	2 6				2 6				2 6			
different body levels Yes No different body levels Yes No different body movements: Yes No different body movements: Yes No all three objects: Yes No different objects: Yes No different objects: Yes No different objects movements: Yes No different objects movements: Yes No C Major scale with the hoops: Yes	3 7				3 7				3 7			
different body levels Yes No different body levels Yes No different body movements: Yes No different body movements: Yes No all three objects: Yes No different objects: Yes No different objects: Yes No different objects movements: Yes No different objects movements: Yes No C Major scale with the hoops: Yes	8				4 8				4 8			
different body movements: Yes No all three objects: Yes No different body movements: Yes No all three objects: Yes No different objects movements: Yes No different objects movements: Yes No different objects movements: Yes No C Major scale with the hoops: Yes No C Major	The group have used:				The group have used:				The group have used:			
all three objects: Yes No different objects movements: Yes No different objects movements: Yes No C Major scale with the hoops: Yes No C Major scale with the h	different body levels	Y	es	No	different body levels	Υ	es	No	different body levels	Υ	'es	No
different objects movements: Yes No C Major scale with the hoops: Yes The group have: The group have: The group have: The group have: Kept in step to the beat: L Q A lot Kept in step to the beat: L Q A lot Controlled the movements Controlled the movemen	different body movements:	Y	es	No	different body movements:	Υ	es	No	different body movements:	Y	'es	No
C Major scale with the hoops: Yes No C Major scale with the hoops: Yes No C Major scale with the hoops: Yes The group have: Kept in step to the beat: C Major scale with the hoops: Yes The group have: The group have: Kept in step to the beat: C Major scale with the hoops: Yes The group have: Kept in step to the beat: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C Major scale with the hoops: Yes The group have: C A lot with rhythm L Q A lot	all three objects:	Y	es	No	all three objects:	Υ	es	No	all three objects:	Υ	'es	No
The group have: The group have: The group have: The group have: The group have: The group have: The group have: The group have:	different objects movemen	ts: Ye	2 S	No	different objects movement	ts: Y	es	No	different objects movemen	ts: Y	es	No
kept in step to the beat: L Q A lot controlled the movements with rhythm L Q A lot	Major scale with the hoo	ps: Y	es	No	C Major scale with the hoo	ps: Y	es	No	C Major scale with the hoo	ps: Y	'es	No
controlled the movements	The group have:				The group have:				The group have:			
		L	Q	A lot	1	L	Q	A lot	1	L	Q	A lot
been creative: L Q A lot been creative: L Q A lot been creative: L Q A lot	vith rhythm	L	Q	A lot	with rhythm	L	Q	A lot	with rhythm	L	Q	A lot
	•	L	Q	A lot	been creative:	L	Q	A lot		L	Q	A lot
The group has to improve in: The group has to improve in: The group has to improve in:	The group has to improve in:				The group has to improve in:				The group has to improve in:			