



| Unit 2: Jingles | Attainment Band | | | | | Knowledge, Understanding and Skills |
|---|-----------------|--------------|---|---------|-------------|--|
| | White | Green | Blue | Yellow | Yellow Plus | |
| Singing | Not attempted | Not yet able | Able | Exceeds | Excels | Uses own voice as an instrument appropriate to the musical context (jingles) |
| Playing | Not attempted | Not yet able | Able | Exceeds | Excels | Holds own part in ensemble performance and follow performance directions |
| Composing | Not attempted | Not yet able | Able | Exceeds | Excels | Composes an effective piece which uses appropriate harmonic (chords) and rhythmic (tempo, rhythms) devices |
| | Not attempted | Not yet able | Able | Exceeds | Excels | Composes a piece of music which has a clear sense of purpose |
| Critical Engagement | Not attempted | Not yet able | Able | Exceeds | Excels | Suggests appropriate refinements to practical music |
| 5Rs | Not attempted | Not yet able | Able | Exceeds | Excels | Engages in purposeful rehearsal techniques (Responsibility and Resourcefulness) |
| | Not attempted | Not yet able | Able | Exceeds | Excels | Shows resilience to setbacks in musical processes (Resilience) |
| Pupil Response | | | | | | |
| <p>WWW: Start by looking above at the elements that have been highlighted ORANGE as 'able' or higher. What areas are your strongest? Comment on how you achieved this.</p> | | | <p>EBI: Start by looking above at the elements that have been highlighted PINK or have been marked as 'not yet able' or lower. In what areas are you weakest? Comment on how you could address this next time.</p> | | | |