

Teacher Assessment – Big Bear Funk – Year R, Unit 5

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listen and Respond: Big Bear Funk

The children can

- Enjoy listening and dancing to funk music.
- **Others will be able to talk about funk music.**

2 — Explore and Create

Games Track

- Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear.
- **Enjoy thinking up and sharing their own ideas for actions.**

Rhythm Games

- Copy back the rhythm of words from the video.
- Clap the rhythm of words from the song.
- **Clap a whole line of the song.**

High and Low Games

A Play Together

- Play the pulse with a pitched note or untuned percussion instrument.

B Pitch Activities

- Add one pitched sound to the rhythm of words and short phrases from the song.
- **Enjoy playing and experimenting with 2-note or 3-note patterns.**

3 — Singing: Learn to Sing the Song

- Learn to sing the songs in unison with support.
- Add actions or substitute a word in some sections.
- **Enjoy singing a song from memory.**

4 — Share and Perform

- Choose one of the songs and perform it with any actions you have created.
- Listen back to the performance.
- **Enjoy the challenge of performing with just the backing track and adding actions to the songs.**

Teacher's Notes



Musical themes: Pulse, rhythm and pitch in the context of Funk music.

Listening to the additional five songs/pieces in this unit will support and enrich the children's understanding of Funk music.

Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.

Most children should respond to music, in the context of Funk music. Some children will be able to share and assess their own performance.

Others will be able to perform with the backing track.