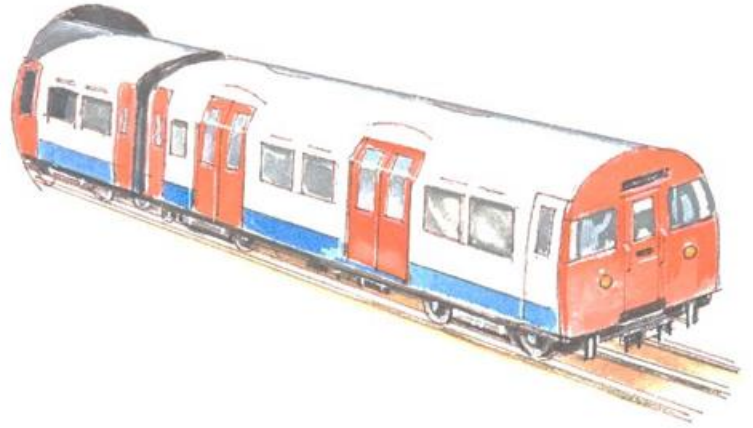


Name _____

















Music Class _____

Underground music



Match these stations

3

A					1	Great Portland Street
B					2	West Hampstead Station
C					3	Stratford International
D					4	Piccadilly Circus

Match these symbols to the words;

I understand that words can represent rhythms (L2)

I have used both hands when performing (L2)

I can say the stations as I play the rhythms (L3)

I can play a rhythm of my choice in time with others (L3)

I can play the unison (together) sections (L3)

I can perform a short solo (L3)

List the four stations you have used: (L2/3)

- 1
- 2
- 3
- 4

I used these stations because (L/2/3/4):

How did you link the rhythms together? (L3)

In my performance I used:

four stations (L2)

Both hands to play (L2)

Non-verbal communication (L3)

More than one tempo (speed) (L3)

Different dynamics (volume) (L3)

The people in my group were:

Peer Assessment

The most successful performance was by: _____
because it (L2,3,4):

Student comment:

Teacher comment:

Final level: _____

Word bank:

Rhythm, drum sticks, beaters, team work, unison, pulse, groove, bass, underground stations, djembe, cymbals, bass drum, snare drum, keyboard, sound effect, dynamics, tempo, pitch, texture,