

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	ASN
Practitioner Code	K2
Curriculum Area(s)	SCIENCE
Level	
Stage(s)	
Specific subject (if applicable)	

Experiences and Outcomes:

- Through play, I have explored a variety of ways of making sounds **SCN 0-11a**
- In every day activity and play, I explore and make choices to develop my learning and interests. **HWB 0-19a**

Learning Intentions:

- To investigate, listen to and explore different sounds.
- To explore and listen to sounds which can be made by everyday objects.
- To recognise the different ways in which sound can be made by everyday objects.
- To explore musical instruments (recognising the differences in sounds produced and how these sounds are achieved).
- To use musical instruments to make sounds (recognising differences in sounds produced and how these sounds are achieved).

Success Criteria:

- I can listen to and explore a variety of everyday sounds.
- I can investigate familiar everyday objects and sounds which they can produce I can listen to a variety of sounds (as they occur or recorded).
- I can identify specific methods which are used to produce sounds.
- I can investigate, listen to and explore musical instruments making a variety of different sounds.
- I can identify the appropriate method used to achieve sound from each musical instrument.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

See table below

WEEK	LEARNING INTENTION	SUCCESS CRITERIA	ACTIVITY
1	To investigate and explore a variety of everyday sounds and their sources.	<ul style="list-style-type: none"> I can listen to and explore a variety of everyday sounds I can investigate familiar everyday objects and sounds which they can produce. 	<ul style="list-style-type: none"> Listening activities(familiar and unfamiliar different environments) SMARTboard activities (Who was that?) Classification activities
2	To explore, listen to and recognise sounds which can be made by everyday objects.	<ul style="list-style-type: none"> I can investigate familiar everyday objects and sounds which they can produce. 	<ul style="list-style-type: none"> Listening activities ("Making sense of my World" "What is that noise") SMARTboard activities (Match the noise to the sound & Quiz)
3	To recognise the different ways in which sound can be made by everyday objects.	<ul style="list-style-type: none"> I can investigate familiar everyday objects and sounds which they can produce. I can listen to various sounds I can recognise and differentiate between sounds made by everyday objects. I can identify specific methods which are used to produce sounds. 	<ul style="list-style-type: none"> Music & Movement sessions DVD - "what is sound?" Listening activities - specific instruments Active learning session : using our bodies
4	To explore musical instruments (recognising the sounds produced are different for each instrument).	<ul style="list-style-type: none"> I can investigate, listen to and explore musical instruments 	<ul style="list-style-type: none"> Listening - Selection of music with one main instrument Introduction to the orchestra SMARTboard activity - matching
5	To use musical instruments to make sounds (recognising differences in sounds produced and how these sounds are achieved).	<ul style="list-style-type: none"> I can investigate, listen to and explore musical instruments I can make a variety of different sounds using musical instruments. I can identify the appropriate method used to achieve sound from each musical instrument 	<ul style="list-style-type: none"> Free choice - large selection of musical instruments available (variety of musical genres to accommodate) Guided session (Music & Movement) - using all the instruments allowing for independent choice throughout. LOUDER...quieter activities "The Planets" Gustav Holst

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say – Pupil X was able to correctly identify numerous sounds (familiar and unfamiliar) and used Makaton signs to communicate to staff the correct answer when questioned about sounds he had heard.

Do – Pupil X was very active and enthusiastic throughout this whole theme and participated fully in each lesson.
 As well as showing the ability to be able to sit and listen to and focus on a variety of familiar and unfamiliar sounds, he also was able to sit for extended periods of time to listen to pieces of music which were totally unfamiliar.
 Pupil X was also able to differentiate between sounds from different environments, an assortment of musical instruments, everyday objects and sounds which he could make himself.
 With very little guidance from staff, Pupil X could identify numerous ways in which he could make sounds using everyday objects and his own body.
 Pupil X also showed great ability when asked to choose from a selection of Musical instruments and investigate how he could make them make different sounds.
 Pupil X correctly identified the appropriate methods to use to produce sounds and spent time exploring each instrument of interest.

Practitioner Moderation Template

Learner Evidence

Did the learner successfully attain the outcomes? **YES/NO**

The pupil took part in all related activities and successfully completed them. He experienced the different learning activities and explored all tools and resources provided to help him learn more about "Sounds".
He listened carefully to instructions given and was able to carry out tasks with adult support.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The pupil was provided with verbal feedback during and at the end of each activity and lesson.

The recap lesson at the end of the topic allowed the learning to be reinforced and for the pupil to reflect on his experiences during the topic.

A photographic slideshow was shown to help Pupil X see everything he had successfully participated in.

A planning evaluation was provided for the pupil to share his learning with his parents/family.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

With an appropriate level of support, Pupil X was exposed to different experiences to help him learn about the sounds within our everyday life and how they can be produced.

Throughout this topic Pupil X has shown a preference for the louder, noisier instruments and other forms of making sound.

Pupil X's learning experiences were tailored to suit his individual style of learning and his needs where identified, considered and supported appropriately during the planning process.

Learner Evidence

CURRICULAR AREA: SCIENCE (Early Level)

TOPIC: SOUND

EXPERIENCES & OUTCOMES

Through play, I have explored a variety of ways of making sounds – SCN 0-11a
In every day activity and play, I explore and make choices to develop my learning and interests. HWB 0-19a

LEARNING INTENTION(s)

To investigate and explore a variety of everyday sounds and their sources.

To explore, listen to and recognise sounds which can be made by everyday objects.

SUCCESS CRITERIA

I can listen to and explore a variety of everyday sounds.

I can investigate familiar everyday objects and the sounds which they can produce.



After watching some early level videos which showed pupil X a range of objects (familiar and unfamiliar) and the sounds which they produce and listening to a variety of "Sounds" examples, he was able to correctly identify numerous sounds made by familiar objects. Using the SMARTboard, after hearing a sound two or three times, when given a choice of three objects / animals etc. he correctly identified what had made the sound on every occasion. As well as selecting the correct object, Pupil X reinforced his choice by using Makaton signs to tell us what he was selecting as his answer. Without any verbal or gestural prompts, Pupil X correctly identified sounds made by: a telephone, a car, a doorbell, a cow, a cat, a fire engine, a kettle and a toaster.

Practitioner Moderation Template

Learner Evidence



Pupil X has shown on numerous occasions a great interest in listening to sounds both familiar and unfamiliar, and being able to associate them with an object, animal, instrument etc.

He has been able to sit for extended periods of time watching and listening to examples of sounds being produced and has maintained focus throughout.

Pupil X has shown a genuine level of enthusiasm / excitement if and when he has correctly identified / guessed what has made a particular sound.

As well as listening to everyday sounds, he has listened to examples of sounds from particular environments (such as the rainforest and the ocean / seaside).

Through daily Listening sessions, Pupil X has also been introduced to the sounds of an Orchestra and sounds which are made by individual instruments, many of which were completely unknown to him.

Practitioner Moderation Template

Learner Evidence

CURRICULAR AREA: SCIENCE (Early Level)

TOPIC: SOUND

EXPERIENCES & OUTCOMES

Through play, I have explored a variety of ways of making sounds – SCN 0-11a
In every day activity and play, I explore and make choices to develop my learning and interests. HWB 0-19a

LEARNING INTENTION

To recognise different ways in which we can make sounds using everyday objects.

SUCCESS CRITERIA

I can identify specific methods which can be used to produce sounds.



During a structured group session led by the class teacher, Pupil X was asked to think of a way in which he could make a sound using any object within the room.

Without any guidance or verbal or gestural prompts Pupil X began to clap his hands straight away.

Pupil X was then asked if he could use his hands and “something else” (terminology used to suit his level of understanding) to make a different sound. After some initial hesitation, Pupil X began to use his hands and his desk to make a different sound.

Throughout the rest of the session, Pupil X was able to (with appropriate support from staff) identify other methods of making sounds and actively showed his peers different methods in which they could make sounds.

Practitioner Moderation Template

Learner Evidence



Pupil X was able to identify many ways to make sounds using his hands and other objects such as the desk, his own knees, his mouth and finally the floor.

With some guidance and gestural prompts Pupil X was able to make sounds using his feet and his own voice.

Practitioner Moderation Template

Learner Evidence



Pupil X identified various ways to use his hands to make different sounds.

Practitioner Moderation Template

Learner Evidence

Pupil X identified that he could make sounds using his own feet by stomping on the floor.

Pupil X was also able to use his own voice to make a variety of different sounds.



Practitioner Moderation Template

Learner Evidence

CURRICULAR AREA: SCIENCE (Early Level)

TOPIC: SOUND

EXPERIENCES & OUTCOMES

Through play, I have explored a variety of ways of making sounds – SCN 0-11a

In every day activity and play, I explore and make choices to develop my learning and interests. HWB 0-19a

LEARNING INTENTION

To explore and listen to musical instruments (recognising the sounds produced are different for each instrument).

SUCCESS CRITERIA

I can independently investigate, listen to and explore musical instruments



Pupil X has had the opportunity to explore, play and listen to different musical instruments on numerous occasions.

When presented with a number of instruments Pupil X would work his way through all of the instruments, spending some time discovering what sound each one made and how to achieve the different sounds.

Pupil X thoroughly enjoyed using the instruments to accompany different genres of music, particularly enjoying playing the drum when listening to "The Planets" by Holst.

Practitioner Moderation Template



During weekly Music Therapy sessions Pupil X has shown a preference for one particular drum.

As the weeks have progressed he has however chosen to use two, sometimes three drums, clearly enjoying the different sounds he has been able to achieve from each drum.

Pupil X has shown a preference towards the drums which he could achieve the most volume with, enjoying the loud and deeper sounds.



Learner Evidence



Practitioner Moderation Template

Learner Evidence

CURRICULAR AREA: SCIENCE (Early Level)

TOPIC: SOUND

EXPERIENCES & OUTCOMES

Through play, I have explored a variety of ways of making sounds – SCN 0-11a
In every day activity and play, I explore and make choices to develop my learning and interests. HWB 0-19a

LEARNING INTENTION

To use musical instruments to make sounds (recognising differences in sounds produced and how these sounds are achieved).

SUCCESS CRITERIA

I can make a variety of different sounds using musical instruments of my own choice.



Practitioner Moderation Template



Learner Evidence



Pupil X has participated in numerous group sessions during which he and his peers have been given the freedom to choose what instrument they would like to begin the session with and when they would like to change their instruments to use another .

Pupil X has shown a preference for the instruments which he can achieve the most sound from such as the drum or the tambourine.

On two occasions Pupil X did change his instrument for one of the quieter ones available when the piece of music used during the session became quieter.

Pupil X has also shown the ability throughout these sessions to play his chosen instrument either quieter or louder when initially prompted by staff and laterally he has incorporated this ability into his own interpretations of particular pieces of music without any gestural or verbal cues from staff.

Practitioner Moderation Template

Learner Evidence



Pupil X showing how it is possible to get different sounds from the same drum by using his own hands and then using the beater.

When given free choice during any of these sessions pupil X would always begin by choosing the drum before moving onto other instruments of interest.



Practitioner Moderation Template

Learner Evidence

