

EMERGING PROGRESS

Skills

	Performing	Composing	Listening & Appraising	
Year 7	<p>Technique: Very limited technical control and handling</p> <p>Tempo: Can be inappropriate or inconsistent throughout without support.</p> <p>Expression: Little or no appropriate dynamic contrast Little or no attention given to phrasing and articulation.</p> <p>Accuracy: The performance has several noticeable or obtrusive errors</p> <p>Fluency: Frequently compromised</p> <p>Ensemble: Difficulty in reacting and adjusting to other parts/little awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Limited & underdeveloped Little relevance to intended purposes Stylistic characteristics not observed or misjudged <p>Technical Control: Insecure</p>	<p>Textures: Narrow/unvaried</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Little sense of structure, balance between sections Limited fluency or contrast Incomplete 	<p>Identifying Musical Elements – Limited (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo /Harmony)</p> <p>Musical Vocabulary: Limited</p> <p>Aural Skills: Very limited</p> <p>Rhythmic: Very limited</p> <p>Melodic : Very limited</p> <p>Opinion: Basic and underdeveloped</p>
Year 8	<p>Technique: Limited technical control and handling</p> <p>Tempo: Unsuitable or inconsistent in places without support.</p> <p>Expression: Limited dynamic contrast, use of phrasing and articulation.</p> <p>Accuracy: The performance has noticeable or obtrusive errors</p> <p>Fluency: May contain moments of hesitancy but mostly fluent</p> <p>Ensemble: Occasional difficulty in reacting and adjusting to other parts/some awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Underdeveloped Little relevance to intended purposes Stylistic characteristics not observed or misjudged <p>Technical Control: frequent misjudgements</p>	<p>Textures: narrow/unvaried</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Little sense of structure, balance between sections Limited fluency or contrast 	<p>Identifying Musical Elements – Basic/low level (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo /Harmony)</p> <p>Musical Vocabulary: Limited</p> <p>Aural Skills: Limited</p> <p>Rhythmic: Limited</p> <p>Melodic : Limited</p> <p>Opinion: Basic and underdeveloped</p>
Year 9	<p>Technique: Basic technical control and handling</p> <p>Tempo: Usually appropriate and consistent without support.</p> <p>Expression: Some use of dynamics, use of phrasing and articulation.</p> <p>Accuracy: Generally accurate, errors have minimal impact on the performance</p> <p>Fluency: Generally fluent</p> <p>Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Some development applied Some relevance to intended purposes Attempts at stylistic characteristics but unconvincing <p>Technical Control: Mostly secure</p>	<p>Textures: Unvaried</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Attempts at basic and balanced structures Attempted fluency and contrast Incomplete/show too greater diversity of ideas 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo /Harmony)</p> <p>Musical Vocabulary: Some basic vocab used</p> <p>Aural Skills: Basic</p> <p>Rhythmic: Basic</p> <p>Melodic : Basic</p> <p>Opinion: Makes points with limited supporting evidence</p>

In Year 9, your knowledge journey increases in challenge further to include...

In Year 8, your knowledge journey increases in challenge to include...

In Year 7, your knowledge journey includes...

Content	<p>Term 1</p> <p>Unit 1: African Drumming</p> <ul style="list-style-type: none"> Key elements of the African Music Culture How to recognise and identify Key African musical features and instruments How to read and notate basic rhythms <p>Performance Skills</p> <ul style="list-style-type: none"> Keep time/pulse individually and within an ensemble/group <p>Composition Skills</p> <ul style="list-style-type: none"> Rhythms Using given structures <p>Listening Skills</p> <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures (SME/Binary/Ternary/Rondo) 	<p>Term 2</p> <p>Unit 2 & 3: Offbeat Ukulele/Folk/Popular song</p> <ul style="list-style-type: none"> Understanding styles of music from around the Caribbean History and characteristics of Celtic folk Understanding textures (Melody & Accompaniment), verse/chorus song structure What a Chords is/how to play (including the ukulele) and how they are used to create/compose Melodic Hooks <p>Performance Skills</p> <ul style="list-style-type: none"> Contributions & awareness towards a group performance/parts <p>Listening Skills</p> <ul style="list-style-type: none"> How to recognise stylistic features (specifically Reggae for Offbeat) within popular music 	<p>Term 3</p> <p>Unit 4: Minimalism</p> <ul style="list-style-type: none"> What is Minimalism/origins Key composers The treble clef Music software How to compose a piece of music in a minimalist style (including Phase shifting and its use within different musical styles) <p>Composition Skills</p> <ul style="list-style-type: none"> Use of pitch and rhythms combined Layered textures 	<p>Term 1</p> <p>Year 7 plus:</p> <p>Unit 1: Hip Hop</p> <p>Song-writing skills</p> <ul style="list-style-type: none"> Lyric writing <p>Accompaniment</p> <ul style="list-style-type: none"> Notation skills Textural development Developing structures (to include Middle 8s) Tonal awareness (major/minor) 	<p>Term 2</p> <p>Year 7 plus:</p> <p>Unit 2: Music Through Time</p> <ul style="list-style-type: none"> Periods of Music from the Medieval period Period characteristics Instrumental development Key composers (Bach/Mozart/Beeth oven) and their works. What a Ground Bass is and how its used 	<p>Term 3</p> <p>Year 7 plus:</p> <p>Unit 3: Stage and Screen</p> <p>Developing skills and knowledge of ...</p> <ul style="list-style-type: none"> Key composers and their works. Compositional devices Developing Keyboard skills 	<p>Term 1</p> <p>Unit 3: Modern Music Through Time</p> <p>Year 7 & 8 plus</p> <ul style="list-style-type: none"> How music has developed from Blues, Jazz to popular music To recognise and identify Key musical features and instruments <p>Performance Skills</p> <ul style="list-style-type: none"> Ensemble/group Improvisation <p>Composition Skills</p> <ul style="list-style-type: none"> Rhythms - syncopated Using given structures (12 Bar Blues) Blues scale (blue notes) Extended chords Jazz Styles <p>Listening Skills</p> <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures 	<p>Term 2</p> <p>Unit 2: World Music</p> <p>Developing skills and Knowledge of</p> <ul style="list-style-type: none"> Cultural characteristics of Indian, Celtic/ Latin and Gamelan music Key instruments used Key structures Textural awareness Tonality Rhythms scotch snap Fusions 	<p>Term 3</p> <p>Unit 2: Personal Challenge</p> <p>Year 7 & 8 plus</p> <p>Composition</p> <ul style="list-style-type: none"> Free choice of style (minimum 1 minute) <p>Performance</p> <p>Free choice of piece on main instrument (minimum of 1 minute)</p> <p>Appraising</p> <p>Detailed analysis of an appropriate chosen piece DR P SMITH</p>
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DEVELOPING PROGRESS

Skills

	Performing	Composing	Listening & Appraising
Year 7	<p>Technique: Limited technical control and handling Tempo: Unsuitable or inconsistent in places without support. Expression: Limited dynamic contrast, use of phrasing and articulation. Accuracy: The performance has noticeable or obtrusive errors Fluency: May contain moments of hesitancy but mostly fluent Ensemble: Occasional difficulty in reacting and adjusting to other parts/some awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Underdeveloped Little relevance to intended purposes Stylistic characteristics not observed or misjudged <p>Technical Control: frequent misjudgements</p> <p>Textures: Narrow/unvaried Musical Coherence</p> <ul style="list-style-type: none"> Little sense of structure, balance between sections Limited fluency or contrast 	<p>Identifying Musical Elements – Basic/low level (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Limited</p> <p>Aural Skills: Limited Rhythmic: Limited Melodic: Limited Opinion: Basic and underdeveloped</p>
Year 8	<p>Technique: Basic technical control and handling Tempo: Usually appropriate and consistent without support. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Some development applied Some relevance to intended purposes Attempts at stylistic characteristics but unconvincing <p>Technical Control: mostly secure</p> <p>Textures: Unvaried Musical Coherence</p> <ul style="list-style-type: none"> Attempts at basic and balanced structures Attempted fluency and contrast Incomplete/show too greater diversity of ideas 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Some basic vocab used</p> <p>Aural Skills: Basic Rhythmic: Basic Melodic: Basic Opinion: Makes points with limited supporting evidence</p>
Year 9	<p>Technique: Some technical control and handling Tempo: Usually appropriate and consistent. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Development (mostly secure) Has relevance to intended purposes Contains some stylistic characteristics <p>Technical Control: Mostly secure</p> <p>Textures: Secure but lack variety Musical Coherence</p> <ul style="list-style-type: none"> Satisfactory use of basic structures Balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Fair range of vocabulary used</p> <p>Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with limited supporting evidence</p>

In Year 9, your knowledge journey increases in challenge further to include...

In Year 8, your knowledge journey increases in challenge to include...

In Year 7, your knowledge journey includes...

<p>Term 1 Unit 1: African Drumming</p> <ul style="list-style-type: none"> Key elements of the African Music Culture How to recognise and identify Key African musical features and instruments How to read and notate basic rhythms <p>Performance Skills</p> <ul style="list-style-type: none"> Keep time/pulse individually and within an ensemble/group <p>Composition Skills</p> <ul style="list-style-type: none"> Rhythms Using given structures <p>Listening Skills</p> <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures (SME/Binary/Ternary/Rondo) 	<p>Term 2 Unit 2 & 3: Offbeat Ukulele/Folk/Popular song</p> <ul style="list-style-type: none"> Understanding styles of music from around the Caribbean History and characteristics of Celtic folk Understanding textures (Melody & Accompaniment), verse/chorus song structure What a Chords is/how to play (including the ukulele) and how they are used to create/compose Melodic Hooks <p>Performance Skills</p> <ul style="list-style-type: none"> Contributions & awareness towards a group performance/parts <p>Listening Skills</p> <ul style="list-style-type: none"> How to recognise stylistic features (specifically Reggae for Offbeat) within popular music 	<p>Term 3 Unit 4: Minimalism</p> <ul style="list-style-type: none"> What is Minimalism/origins Key composers The treble clef Music software How to compose a piece of music in a minimalist style (including Phase shifting and its use within different musical styles) <p>Composition Skills</p> <ul style="list-style-type: none"> Use of pitch and rhythms combined Layered textures
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Term 1
Year 7 plus:
Unit 1: Hip Hop
 Song-writing skills

- Lyric writing

Accompaniment

- Notation skills
- Textural development
- Developing structures (to include Middle 8s)
- Tonal awareness (major/minor)

Term 2
Year 7 plus:
Unit 2:
Music Through Time

- Periods of Music from the Medieval period
- Period characteristics
- Instrumental development
- Key composers (Bach/Mozart/Beethoven) and their works.
- What a Ground Bass is and how its used

Term 3
Year 7 plus:
Unit 3:
Stage and Screen
 Developing skills and knowledge of ...

- Key composers and their works.
- Compositional devices
- Developing Keyboard skills

Term 1
Unit 3:
Modern Music Through Time
 Year 7 & 8 plus

- How music has developed from Blues, Jazz to popular music
- To recognise and identify Key musical features and instruments

Performance Skills

- Ensemble/group
- Improvisation

Composition Skills

- Rhythms - syncopated
- Using given structures (12 Bar Blues)
- Blues scale (blue notes)
- Extended chords
- Jazz Styles

Listening Skills

- Sight-reading
- How to identify and develop knowledge of structures

Term 2
Unit 2:
World Music
 Developing skills and Knowledge of

- Cultural characteristics of Indian, Celtic/ Latin and Gamelan music
- Key instruments used
- Key structures
- Textural awareness
- Tonality
- Rhythms scotch snap
- Fusions

Term 3
Unit 2:
Personal Challenge
 Year 7 & 8 plus

Composition

- Free choice of style (minimum 1 minute)

Performance

Free choice of piece on main instrument (minimum of 1 minute)

Appraising

Detailed analysis of an appropriate chosen piece
 DR P. SMITH

Content

ACHIEVING PROGRESS

Skills

	Performing	Composing	Listening & Appraising
Year 7	<p>Technique: Basic technical control and handling Tempo: Usually appropriate and consistent without support. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Some development applied Some relevance to intended purposes Attempts at stylistic characteristics but unconvincing <p>Technical Control: Mostly secure</p> <p>Textures: Unvaried</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Attempts at basic and balanced structures Attempted fluency and contrast Incomplete/show too greater diversity of ideas 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony)</p> <p>Musical Vocabulary: Some basic vocab used</p> <p>Aural Skills: Basic Rhythmic: Basic Melodic: Basic Opinion: Makes points with limited supporting evidence</p>
Year 8	<p>Technique: Some technical control and handling Tempo: Usually appropriate and consistent. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Development (mostly secure) Has relevance to intended purposes Contains some stylistic characteristics <p>Technical Control: Mostly secure</p> <p>Textures: Secure but lack variety</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Satisfactory use of basic structures Balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony)</p> <p>Musical Vocabulary: Fair range of vocabulary used</p> <p>Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with limited supporting evidence</p>
Year 9	<p>Technique: Technical control and handling Tempo: Appropriate and consistent. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Developed and extended effectively Good relevance to intended purposes (for the most part) Contains some stylistic characteristics <p>Technical Control: Mostly secure</p> <p>Textures: Secure but lack variety</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Clear and appropriate use of structure with balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony)</p> <p>Musical Vocabulary: Good range of vocabulary used</p> <p>Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with supported evidence to demonstrate stylistic awareness</p>

In Year 9, your knowledge journey increases in challenge further to include...

In Year 8, your knowledge journey increases in challenge to include...

In Year 7, your knowledge journey includes...

<p>Term 1 Unit 1: African Drumming</p> <ul style="list-style-type: none"> Key elements of the African Music Culture How to recognise and identify Key African musical features and instruments How to read and notate basic rhythms <p>Performance Skills</p> <ul style="list-style-type: none"> Keep time/pulse individually and within an ensemble/group <p>Composition Skills</p> <ul style="list-style-type: none"> Rhythms Using given structures <p>Listening Skills</p> <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures (SME/Binary/Ternary/Rondo) 	<p>Term 2 Unit 2 & 3: Offbeat Ukulele/Folk/Popular song</p> <ul style="list-style-type: none"> Understanding styles of music from around the Caribbean History and characteristics of Celtic folk Understanding textures (Melody & Accompaniment), verse/chorus song structure What a Chords is/how to play (including the ukulele) and how they are used to create/compose Melodic Hooks <p>Performance Skills</p> <ul style="list-style-type: none"> Contributions & awareness towards a group performance/parts <p>Listening Skills</p> <ul style="list-style-type: none"> How to recognise stylistic features (specifically Reggae for Offbeat) within popular music 	<p>Term 3 Unit 4: Minimalism</p> <ul style="list-style-type: none"> What is Minimalism/origins Key composers The treble clef Music software How to compose a piece of music in a minimalist style (including Phase shifting and its use within different musical styles) <p>Composition Skills</p> <ul style="list-style-type: none"> Use of pitch and rhythms combined Layered textures
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Term 1
Year 7 plus:
Unit 1: Hip Hop
 Song-writing skills

- Lyric writing

Accompaniment

- Notation skills
- Textural development

- Developing structures (to include Middle 8s)
- Tonal awareness (major/minor)

Term 2
Year 7 plus:
Unit 2:
Music Through Time

- Periods of Music from the Medieval period
- Period characteristics
- Instrumental development
- Key composers (Bach/Mozart/Beethoven) and their works.
- What a Ground Bass is and how its used

Term 3
Year 7 plus:
Unit 3:
Stage and Screen
 Developing skills and knowledge of ...

- Key composers and their works.
- Compositional devices
- Developing Keyboard skills

Term 1
Unit 3:
Modern Music Through Time
Year 7 & 8 plus

- How music has developed from Blues, Jazz to popular music
- To recognise and identify Key musical features and instruments

Performance Skills

- Ensemble/group
- Improvisation

Composition Skills

- Rhythms - syncopated
- Using given structures (12 Bar Blues)
- Blues scale (blue notes)
- Extended chords
- Jazz Styles

Listening Skills

- Sight-reading
- How to identify and develop knowledge of structures

Term 2
Unit 2:
World Music
Developing skills and Knowledge of

- Cultural characteristics of Indian, Celtic/ Latin and Gamelan music
- Key instruments used
- Key structures
- Textural awareness
- Tonality
- Rhythms scotch snap
- Fusions

Term 3
Unit 2:
Personal Challenge
Year 7 & 8 plus
Composition

- Free choice of style (minimum 1 minute)

Performance

Free choice of piece on main instrument (minimum of 1 minute)

Appraising

Detailed analysis of an appropriate chosen piece DR P SMITH

Content

	Performing	Composing	Listening & Appraising	
Year 7	<p>Technique: Some technical control and handling Tempo: Usually appropriate and consistent. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Development (mostly secure) Has relevance to intended purposes Contains some stylistic characteristics <p>Technical Control: Mostly secure</p>	<p>Textures: Secure but lack variety Musical Coherence</p> <ul style="list-style-type: none"> Satisfactory use of basic structures Balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Fair range of vocabulary used</p> <p>Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with limited supporting evidence</p>
Year 8	<p>Technique: Technical control and handling Tempo: Appropriate and consistent. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Developed and extended effectively Good relevance to intended purposes (for the most part) Contains some stylistic characteristics <p>Technical Control: mostly secure</p>	<p>Textures: Secure but lack variety Musical Coherence</p> <ul style="list-style-type: none"> Clear and appropriate use of structure with balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Good range of vocabulary used</p> <p>Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with supported evidence to demonstrate stylistic awareness</p>
Year 9	<p>Technique: Convincing technical control and handling Tempo: Appropriate and consistent. Expression: Appropriate use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Developed and extended successfully Good relevance to intended purposes Successful stylistic characteristics appropriate to the style <p>Technical Control: Secure throughout</p>	<p>Textures: Varied and clear Musical Coherence</p> <ul style="list-style-type: none"> Good use of structure, balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Good range of vocabulary used</p> <p>Aural Skills: Good Rhythmic: Good Melodic: Good Opinion: Makes points with fully supported evidence to demonstrate stylistic awareness</p>

In Year 9, your knowledge journey increases in challenge further to include...

In Year 8, your knowledge journey increases in challenge to include...

In Year 7, your knowledge journey includes...

Term 1

- Unit 1: African Drumming**
- Key elements of the African Music Culture
 - How to recognise and identify Key African musical features and instruments
 - How to read and notate basic rhythms
- Performance Skills**
- Keep time/pulse individually and within an ensemble/group
- Composition Skills**
- Rhythms
 - Using given structures
- Listening Skills**
- Sight-reading
 - How to identify and develop knowledge of structures (SME/Binary/Ternary/Rondo)

Term 2

- Unit 2 & 3: Offbeat Ukulele/Folk/Popular song**
- Understanding styles of music from around the Caribbean
 - History and characteristics of Celtic folk
 - Understanding textures (Melody & Accompaniment), verse/chorus song structure
 - What a Chords is/how to play (including the ukulele) and how they are used to create/compose
 - Melodic Hooks
- Performance Skills**
- Contributions & awareness towards a group performance/parts
- Listening Skills**
- How to recognise stylistic features (specifically Reggae for Offbeat) within popular music

Term 3

- Unit 4: Minimalism**
- What is Minimalism/origins
 - Key composers
 - The treble clef
 - Musical software
 - How to compose a piece of music in a minimalist style (including Phase shifting and its use within different musical styles)
- Composition Skills**
- Use of pitch and rhythms combined
 - Layered textures

Term 1

- Year 7 plus:**
- Unit 1: Hip Hop**
- Song-writing skills
- Lyric writing
- Accompaniment
- Notation skills
 - Textural development
 - Developing structures (to include Middle 8s)
 - Tonal awareness (major/minor)

Term 2

- Year 7 plus:**
- Unit 2: Music Through Time**
- Periods of Music from the Medieval period
 - Period characteristics
 - Instrumental development
 - Key composers (Bach/Mozart/Beethoven) and their works.
 - What a Ground Bass is and how its used

Term 3

- Year 7 plus:**
- Unit 3: Stage and Screen**
- Developing skills and knowledge of ...
- Key composers and their works.
 - Compositional devices
 - Developing Keyboard skills

Term 1

- Unit 3: Modern Music Through Time Year 7 & 8 plus**
- How music has developed from Blues, Jazz to popular music
 - To recognise and identify Key musical features and instruments
- Performance Skills**
- Ensemble/group
 - Improvisation
- Composition Skills**
- Rhythms - syncopated
 - Using given structures (12 Bar Blues)
 - Blues scale (blue notes)
 - Extended chords
 - Jazz Styles
- Listening Skills**
- Sight-reading
 - How to identify and develop knowledge of structures

Term 2

- Unit 2: World Music**
- Developing skills and Knowledge of
- Cultural characteristics of Indian, Celtic/ Latin and Gamelan music
 - Key instruments used
 - Key structures
 - Textural awareness
 - Tonality
 - Rhythms scotch snap
 - Fusions

Term 3

- Unit 2: Personal Challenge Year 7 & 8 plus**
- Composition**
- Free choice of style (minimum 1 minute)
- Performance**
- Free choice of piece on main instrument (minimum of 1 minute)
- Appraising**
- Detailed analysis of an appropriate chosen piece
DR P SMITH

	Performing	Composing	Listening & Appraising
Year 7	<p>Technique: Technical control and handling Tempo: Appropriate and consistent. Expression: Some use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Developed and extended effectively Good relevance to intended purposes (for the most part) Contains some stylistic characteristics <p>Technical Control: Mostly secure</p> <p>Textures: Secure but lack variety</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Clear and appropriate use of structure with balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony)</p> <p>Aural Skills: Poor Rhythmic: Poor Melodic: Poor Opinion: Limited Explain and Compare: Limited</p>
Year 8	<p>Technique: Convincing technical control and handling Tempo: Appropriate and consistent. Expression: Appropriate use of dynamics, use of phrasing and articulation. Accuracy: Generally accurate, errors have minimal impact on the performance Fluency: Generally fluent Ensemble: Reacts and adjusts to other parts/shows awareness of balance.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Developed and extended successfully Good relevance to intended purposes Successful stylistic characteristics appropriate to the style <p>Technical Control: Secure throughout</p> <p>Textures: Varied and clear</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Good use of structure, balance between sections Fluency and contrast maintained for the most part 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony)</p> <p>Aural Skills: Good Rhythmic: Good Melodic: Good Opinion: Makes points with fully supported evidence to demonstrate stylistic awareness</p> <p>Musical Vocabulary: Good range of vocabulary used</p>
Year 9	<p>Technique: Convincing technical control and handling Tempo: Appropriate and consistent. Expression: Appropriate use of dynamics, use of phrasing and articulation. Accuracy: Largely accurate, errors are minimal and make no impact on the performance Fluency: Fluent Ensemble: Excellent awareness of balance throughout.</p>	<p>Developing Musical Ideas:</p> <ul style="list-style-type: none"> Developed and extended successfully Has relevance to intended purposes Good use of stylistic characteristics handled convincingly <p>Technical Control: Secure throughout</p> <p>Textures: Varied, complex and clear</p> <p>Musical Coherence</p> <ul style="list-style-type: none"> Good use of structure, balance between sections Fluency and contrast throughout 	<p>Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony)</p> <p>Aural Skills: Good Rhythmic: Good Melodic: Good Opinion: Makes points with fully supported evidence to demonstrate stylistic awareness</p> <p>Musical Vocabulary: Extensive range of vocabulary used</p>

In Year 9, your knowledge journey increases in challenge further to include...

In Year 8, your knowledge journey increases in challenge to include...

In Year 7, your knowledge journey includes...

<p>Term 1 Unit 1: African Drumming</p> <ul style="list-style-type: none"> Key elements of the African Music Culture How to recognise and identify Key African musical features and instruments How to read and notate basic rhythms <p>Performance Skills</p> <ul style="list-style-type: none"> Keep time/pulse individually and within an ensemble/group <p>Composition Skills</p> <ul style="list-style-type: none"> Rhythms Using given structures <p>Listening Skills</p> <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures (SME/Binary/Ternary/Rondo) 	<p>Term 2 Unit 2 & 3: Offbeat Ukulele/Folk/Popular song</p> <ul style="list-style-type: none"> Understanding styles of music from around the Caribbean History and characteristics of Celtic folk Understanding textures (Melody & Accompaniment), verse/chorus song structure What a Chords is/how to play (including the ukulele) and how they are used to create/compose Melodic Hooks <p>Performance Skills</p> <ul style="list-style-type: none"> Contributions & awareness towards a group performance/parts <p>Listening Skills</p> <ul style="list-style-type: none"> How to recognise stylistic features (specifically Reggae for Offbeat) within popular music 	<p>Term 3 Unit 4: Minimalism</p> <ul style="list-style-type: none"> What is Minimalism/origins Key composers The treble clef Music software How to compose a piece of music in a minimalist style (including Phase shifting and its use within different musical styles) <p>Composition Skills</p> <ul style="list-style-type: none"> Use of pitch and rhythms combined Layered textures 	<p>Term 1 Year 7 plus: Unit 1: Hip Hop Song-writing skills</p> <ul style="list-style-type: none"> Lyric writing <p>Accompaniment</p> <ul style="list-style-type: none"> Notation skills Textural development Developing structures (to include Middle 8s) Tonal awareness (major/minor) 	<p>Term 2 Year 7 plus: Unit 2: Music Through Time</p> <ul style="list-style-type: none"> Periods of Music from the Medieval period Period characteristics Instrumental development Key composers (Bach/Mozart/Beethoven) and their works. What a Ground Bass is and how its used 	<p>Term 3 Year 7 plus: Unit 3: Stage and Screen Developing skills and knowledge of ...</p> <ul style="list-style-type: none"> Key composers and their works. Compositional devices Developing Keyboard skills 	<p>Term 1 Unit 3: Modern Music Through Time Year 7 & 8 plus</p> <ul style="list-style-type: none"> How music has developed from Blues, Jazz to popular music To recognise and identify Key musical features and instruments <p>Performance Skills</p> <ul style="list-style-type: none"> Ensemble/group Improvisation <p>Composition Skills</p> <ul style="list-style-type: none"> Rhythms - syncopated Using given structures (12 Bar Blues) Blues scale (blue notes) Extended chords Jazz Styles <p>Listening Skills</p> <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures 	<p>Term 2 Unit 2: World Music Developing skills and Knowledge of</p> <ul style="list-style-type: none"> Cultural characteristics of Indian, Celtic/ Latin and Gamelan music Key instruments used Key structures Textural awareness Tonality Rhythms scotch snap Fusions 	<p>Term 3 Unit 2: Personal Challenge Year 7 & 8 plus Composition</p> <ul style="list-style-type: none"> Free choice of style (minimum 1 minute) <p>Performance</p> <p>Free choice of piece on main instrument (minimum of 1 minute)</p> <p>Appraising</p> <p>Detailed analysis of an appropriate chosen piece DR P. SMITH</p>
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