



EMERGING PROGRESS

	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 & underdevelopedLittle relevance to intended purposesStylistic 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 sectionsLimited fluency or contrastIncomplete <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">UnderdevelopedLittle relevance to intended purposesStylistic 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 sectionsLimited 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 appliedSome relevance to intended purposesAttempts 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 structuresAttempted fluency and contrastIncomplete/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...

Term 1 Unit 1: African Drumming <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 Performance Skills <ul style="list-style-type: none"> Keep time/pulse individually and within an ensemble/group Composition Skills <ul style="list-style-type: none"> Rhythms Using given structures Listening Skills <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures (SME/Binary/Ternary/Rondo) 	Term 2 Unit 2 & 3: Offbeat Ukulele/Folk/Popular song <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 Performance Skills <ul style="list-style-type: none"> Contributions & awareness towards a group performance/parts Listening Skills <ul style="list-style-type: none"> How to recognise stylistic features (specifically Reggae for Offbeat) within popular music 	Term 3 Unit 4: Minimalism <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Use of pitch and rhythms combined Layered textures 	Term 1 Year 7 plus: Unit 1: Hip Hop Song-writing skills <ul style="list-style-type: none"> Lyric writing Accompaniment <ul style="list-style-type: none"> Notation skills Textural development Developing structures (to include Middle 8s) Tonal awareness (major/minor) 	Term 2 Year 7 plus: Unit 2: Music Through Time <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 	Term 3 Year 7 plus: Unit 3: Stage and Screen Developing skills and knowledge of ... <ul style="list-style-type: none"> Key composers and their works. Compositional devices Developing Keyboard skills 	Term 1 Unit 3: Modern Music Through Time Year 7 & 8 plus <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 Performance Skills <ul style="list-style-type: none"> Ensemble/group Improvisation Composition Skills <ul style="list-style-type: none"> Rhythms - syncopated Using given structures (12 Bar Blues) Blues scale (blue notes) Extended chords Jazz Styles Listening Skills <ul style="list-style-type: none"> Sight-reading How to identify and develop knowledge of structures 	Term 2 Unit 2: World Music Developing skills and Knowledge of <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 	Term 3 Unit 2: Personal Challenge Year 7 & 8 plus Composition <ul style="list-style-type: none"> Free choice of style (minimum 1 minute) Performance <p>Free choice of piece on main instrument (minimum of 1 minute)</p> Appraising <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	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Underdeveloped Little relevance to intended purposes Stylistic characteristics not observed or misjudged Technical Control: frequent misjudgements Textures: Narrow/unvaried Musical Coherence <ul style="list-style-type: none"> Little sense of structure, balance between sections Limited fluency or contrast 	Identifying Musical Elements – Basic/low level (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Limited Aural Skills: Limited Rhythmic: Limited Melodic: Limited Opinion: Basic and underdeveloped
Year 8	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Some development applied Some relevance to intended purposes Attempts at stylistic characteristics but unconvincing Technical Control: mostly secure Textures: Unvaried Musical Coherence <ul style="list-style-type: none"> Attempts at basic and balanced structures Attempted fluency and contrast Incomplete/show too greater diversity of ideas 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Some basic vocab used Aural Skills: Basic Rhythmic: Basic Melodic: Basic Opinion: Makes points with limited supporting evidence
Year 9	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Development (mostly secure) Has relevance to intended purposes Contains some stylistic characteristics Technical Control: Mostly secure Textures: Secure but lack variety Musical Coherence <ul style="list-style-type: none"> Satisfactory use of basic structures Balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Fair range of vocabulary used Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with limited supporting evidence

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
- Music 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

Content

ACHIEVING PROGRESS

Skills

	Performing	Composing	Listening & Appraising
Year 7	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Some development applied Some relevance to intended purposes Attempts at stylistic characteristics but unconvincing Technical Control: Mostly secure Textures: Unvaried Musical Coherence <ul style="list-style-type: none"> Attempts at basic and balanced structures Attempted fluency and contrast Incomplete/show too greater diversity of ideas 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Some basic vocab used Aural Skills: Basic Rhythmic: Basic Melodic : Basic Opinion: Makes points with limited supporting evidence
Year 8	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Development (mostly secure) Has relevance to intended purposes Contains some stylistic characteristics Technical Control: Mostly secure Textures: Secure but lack variety Musical Coherence <ul style="list-style-type: none"> Satisfactory use of basic structures Balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Fair range of vocabulary used Aural Skills: Reasonable Rhythmic: Reasonable Melodic : Reasonable Opinion: Makes points with limited supporting evidence
Year 9	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Developed and extended effectively Good relevance to intended purposes (for the most part) Contains some stylistic characteristics Technical Control: Mostly secure Textures: Secure but lack variety Musical Coherence <ul style="list-style-type: none"> Clear and appropriate use of structure with balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Good range of vocabulary used Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with supported evidence to demonstrate stylistic awareness

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Content

	Performing	Composing	Listening & Appraising
Year 7	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Development (mostly secure) Has relevance to intended purposes Contains some stylistic characteristics Technical Control: Mostly secure Textures: Secure but lack variety Musical Coherence <ul style="list-style-type: none"> Satisfactory use of basic structures Balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Fair range of vocabulary used Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with limited supporting evidence
Year 8	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Developed and extended effectively Good relevance to intended purposes (for the most part) Contains some stylistic characteristics Technical Control: mostly secure Textures: Secure but lack variety Musical Coherence <ul style="list-style-type: none"> Clear and appropriate use of structure with balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Good range of vocabulary used Aural Skills: Reasonable Rhythmic: Reasonable Melodic: Reasonable Opinion: Makes points with supported evidence to demonstrate stylistic awareness
Year 9	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Developed and extended successfully Good relevance to intended purposes Successful stylistic characteristics appropriate to the style Technical Control: Secure throughout Textures: Varied and clear Musical Coherence <ul style="list-style-type: none"> Good use of structure, balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Musical Vocabulary: Good range of vocabulary used Aural Skills: Good Rhythmic: Good Melodic: Good Opinion: Makes points with fully supported evidence to demonstrate stylistic awareness

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
- Music 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	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Developed and extended effectively Good relevance to intended purposes (for the most part) Contains some stylistic characteristics Technical Control: Mostly secure Textures: Secure but lack variety Musical Coherence <ul style="list-style-type: none"> Clear and appropriate use of structure with balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Aural Skills: Poor Rhythmic: Poor Melodic: Poor Opinion: Limited Explain and Compare: Limited
Year 8	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Developed and extended successfully Good relevance to intended purposes Successful stylistic characteristics appropriate to the style Technical Control: Secure throughout Textures: Varied and clear Musical Coherence <ul style="list-style-type: none"> Good use of structure, balance between sections Fluency and contrast maintained for the most part 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Aural Skills: Good Rhythmic: Good Melodic: Good Opinion: Makes points with fully supported evidence to demonstrate stylistic awareness Musical Vocabulary: Good range of vocabulary used
Year 9	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.	Developing Musical Ideas: <ul style="list-style-type: none"> Developed and extended successfully Has relevance to intended purposes Good use of stylistic characteristics handled convincingly Technical Control: Secure throughout Textures: Varied, complex and clear Musical Coherence <ul style="list-style-type: none"> Good use of structure, balance between sections Fluency and contrast throughout 	Identifying Musical Elements – Basic (Dynamics/Rhythms/Pitch/Structures/Melody/Mood/Instruments/Textures/Tempo/Harmony) Aural Skills: Good Rhythmic: Good Melodic: Good Opinion: Makes points with fully supported evidence to demonstrate stylistic awareness Musical Vocabulary: Extensive range of vocabulary used

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
 - Music 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