

This term in MUSIC we will be learning about Music and Animals - performance

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>A comprehensive understanding of everything covered so far this term, including comprehensive understanding of all scales beyond 3 sharps and flats within the circle of 5ths.</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo</p> <p>How the key vocabulary connects to the concept of music and animals e.g. pitch = size of the animal</p> <p>How to notate the listening questions using numbers, letters, and notes. Average of 75%+</p>	<p>Secure understanding of the notes 1-8 on C, F major, G major, Bb, and D major</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo</p> <p>How the key vocabulary connects to the concept of music and animals e.g. pitch = size of the animal</p> <p>How to notate the listening questions using numbers, letters, and notes. Average of 75%+</p> <p>Secure understanding of the finger patterns for the aforementioned scales.</p>	<p>Good understanding of the notes 1-8 on C, F major and G major.</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo</p> <p>How the key vocabulary connects to the concept of music and animals e.g. pitch = size of the animal</p> <p>Good understanding of tones and semitone pattern in a major scale. Some teacher support required.</p> <p>Notes 1-5 on C, including how to write the notes c,d,e,f,g on the staff. How to notate the listening questions using numbers, letters, and notes. Average of 60%+</p>	<p>Understanding of the notes 1-8 on C major. The key vocabulary: pitch, rhythm, dynamics, timbre, tempo</p> <p>How the key vocabulary connects to the concept of music and animals e.g. pitch = size of the animal</p> <p>Some understanding of tones and semitones. Teacher support required.</p> <p>Notes 1-5 on C, including how to write the notes c,d,e,f,g on the staff. How to notate the listening questions using numbers, letters, and notes. Average of 50%+</p>
SKILLS & APPLICATION	<p>In mastery the student may adopt the following:</p> <p>Able to play beyond 3 sharps and flats around the circle of 5ths on the keyboard, ideally 2 octaves.</p> <p>Ability to play the Crazy Crab piece using both hands with appropriate tempo, pitch, and choice of timbre. Or an equivalent standard performance on individual instrument of Ant or Snake. Performance should be confident and contain no or minimal mistakes or hesitations.</p>	<p>Able to play C, F, G, Bb, and D major RH only and correct fingering (one octave).</p> <p>Ability to play the Ant piece using both hands, snake piece using both hands, or Crab piece RH only with appropriate tempo, pitch, and choice of timbre.</p> <p>Perform to the class with confidence and only small mistakes or hesitations.</p>	<p>Able to play C, F, and G major RH only and correct fingering (one octave).</p> <p>Ability to play Hippo piece both hands, or the Ant piece RH only at an appropriate tempo, pitch, and choice of timbre. Or an equivalent standard performance on individual instrument.</p> <p>Perform to the class with a sense of assurance and some mistakes or hesitations.</p>	<p>Able to play C major RH only and correct fingering (one octave)</p> <p>Ability to play the Hippo piece RH only at an appropriate tempo, pitch, and choice of timbre.</p> <p>Performance may not be confident and can contain some mistakes and hesitations, but there should be an overall sense of melody.</p>

This term in MUSIC we will be learning about Music and Animals - composition

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>All knowledge outlined in Topic 1. Plus:</p> <p>A comprehensive and creative understanding of how to structure a melody using the MRS F technique (Motif, Repeat, Sequence, Finish).</p> <p>Comprehensive use of notation, in all regards, to document the piece using a key other than C major.</p>	<p>All knowledge outlined in Topic 1. Plus:</p> <p>A confident understanding of how to structure a melody using the MRS F technique (Motif, Repeat, Sequence, Finish).</p> <p>Secure ability to notate the composition using appropriate pitch and rhythm notation in the C major key or another key of the student's choice. There should be little or no notational errors.</p>	<p>All knowledge outlined in Topic 1. Plus:</p> <p>A good understand how to structure a melody using the MRS F technique (Motif, Repeat, Sequence, Finish).</p> <p>Good ability to notate the composition using appropriate pitch and rhythm notation in the C major key, however there may be some notational errors.</p>	<p>All knowledge outlined in Topic 1. Plus:</p> <p>Some understanding of how to structure a melody using the MRS F technique (Motif, Repeat, Sequence, Finish).</p> <p>Some ability to notate the composition using a combination of numbers, note names and staff notation.</p>
SKILLS & APPLICATION	<p>In mastery the student may adopt the following:</p> <p>Use of both hands at the keyboard.</p> <p>Work beyond notes 1-5 to include, for example, Bb in the D minor scale.</p> <p>Use of their own instrument.</p> <p>A particularly outstanding motif.</p> <p>Creative use of the following:</p> <ul style="list-style-type: none"> MRS F Pitch Timbre Dynamics Rhythm Tempo <p>Students will perform with confidence and a sense of assurance.</p>	<p>An animal based composition that makes good, confident and appropriate use of all of the following:</p> <ul style="list-style-type: none"> MRS F Pitch Timbre Dynamics Rhythm Tempo <p>The piece should convey the qualities of the animal upon which the piece is based in terms of all the musical techniques listed above.</p> <p>An attempt at performing with both hands will be made and a performance to the class with confidence and only small mistakes or hesitations will be given.</p>	<p>An animal based composition that makes good and appropriate use of some of the following:</p> <ul style="list-style-type: none"> MRS F Pitch Timbre Dynamics Rhythm Tempo <p>The piece should convincingly convey the qualities of the animal upon which the piece is based using some or most of the musical techniques listed above.</p> <p>Perform to the class with a sense of assurance and some mistakes or hesitations.</p>	<p>Compose an animal based composition that makes appropriate use of some of the following:</p> <ul style="list-style-type: none"> MRS F (motif, repeat, sequence, finish) Pitch Timbre Dynamics Rhythm Tempo <p>The piece should reflect the animal choice, but may not do so consistently. It may only use some of the musical qualities listed above to do so.</p> <p>Perform the piece to the class, there may be some mistakes or hesitations.</p>

This term in MUSIC we will be learning about Music and Space - performance

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KNOWLEDGE	<p>All knowledge outlined in previous topics. Plus:</p> <p>A comprehensive understanding of the C major scale all rhythm notes covered.</p> <ul style="list-style-type: none"> Semi-breve (4 beats) Minim (2 beats) Crotchet (1 beat) Quaver (1/2 beat) Semi-quaver (1/4 beat) Dotted rhythms applied to all of the above <p>A comprehensive understanding musical elements and the role they play in music through listening questions.</p>	<p>All knowledge outlined in previous topics. Plus:</p> <p>A confident understanding of how to structure a melody using the MRS F technique (Motif, Repeat, Sequence, Finish).</p> <p>Secure ability to notate the composition using appropriate pitch and rhythm notation in the C major key or another key of the student's choice. There should be little or no notational errors.</p> <ul style="list-style-type: none"> Semi-breve (4 beats) Minim (2 beats) Crotchet (1 beat) Quaver (1/2 beat) Semi-quaver (1/4 beat) Dotted rhythms applied to all of the above <p>How to recognise through listening, and notate more complex rhythmic patterns using the above rhythmic values. Good understanding of musical elements and the role they play in music through listening questions.</p> <p>Average of 75%+ in in-class listening tasks and knowledge based tests.</p>	<p>All knowledge outlined in previous topics. Plus:</p> <p>A good understanding of the following rhythm notes using notation:</p> <ul style="list-style-type: none"> Semi-breve (4 beats) Minim (2 beats) Crotchet (1 beat) Quaver (1/2 beat) Semi-quaver (1/4 beat) <p>How to recognise through listening, and notate more complex rhythmic patterns using the above rhythmic values.</p> <p>Good understanding of musical elements and the role they play in music through listening questions.</p> <p>Average of 60%+ in in-class listening tasks and knowledge based tests.</p>	<p>All knowledge outlined in previous topics. Plus:</p> <p>An understanding of basic rhythm notes using notation.</p> <ul style="list-style-type: none"> Semi-breve (4 beats) Minim (2 beats) Crotchet (1 beat) Quaver (1/2 beat) <p>How to recognise through listening, and notate simple rhythmic patterns using the above rhythmic values.</p> <p>Some understanding of musical elements and the role they play in music through listening questions.</p> <p>Average of 50%+ in in-class listening tasks and knowledge based tests.</p>
SKILL	<p>Use of both hands at the keyboard and including chords or a more sophisticated accompaniment than single notes in the left hand.</p> <p>Use of own instrument.</p>	<p>Performance of Mercury the Messenger using both hands at the keyboard.</p> <p>Perform to the class with confidence and only small mistakes or hesitations.</p>	<p>Performance of Mercury the Messenger using the right hand to play the melody at the keyboard.</p> <p>Perform to the class with a sense of assurance and some mistakes or hesitations.</p>	<p>Performance of Jolly Jupiter using the right hand to play the melody at the keyboard.</p> <p>Perform to the class with a sense of assurance and some mistakes or hesitations.</p>

Key Vocab: Semi-breve, minim, crotchet, quaver, semi-quaver

This term in Music we will be learning about Music and Space - Composition

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KNOWLEDGE	<p>All knowledge outlined in previous topics. Plus:</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo. How the key vocabulary connects to the concept of music and space e.g. pitch=size</p> <p>A full scale in used in the composition.</p> <p>The difference between major 3rd and minor 3rd.</p> <p>Being able to write down the listening tests as numbers, letters, and notes. Achieving an average of 75%+.</p> <p>Can write down your composition ideas as numbers, letters and/or music notation.</p>	<p>All knowledge outlined in previous topics. Plus:</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo.</p> <p>Wider variety of notes used in composition.</p> <p>Being able to write down the listening tests as numbers, letters, and notes. Achieving an average of 75%+.</p> <p>Can write down your composition ideas as numbers, letters and/or music notation.</p>	<p>All knowledge outlined in previous topics. Plus:</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo.</p> <p>Limited amount of notes are used – maximum 5 pitch notes.</p> <p>Being able to write down the listening tests as numbers, and letters. Achieving an average of 60%+.</p> <p>Can write down your composition ideas as numbers and/or letters.</p>	<p>All knowledge outlined in previous topics. Plus:</p> <p>The key vocabulary: pitch, rhythm, dynamics, timbre, tempo.</p> <p>Limited amount of notes are used – maximum 5 pitch notes.</p> <p>Being able to write down the listening tests as numbers. Achieving an average of 50%+.</p> <p>Can write down your composition ideas as numbers only.</p>
SKILLS & APPLICATION	<p>Can create a Rondo form melody and a more challenging left hand part is included. Performance will be confident and with no identifiable mistakes.</p> <p>The composition can be linked to a planet as chosen by the student.</p>	<p>Can create a Rondo form melody that lasts at least 8 bars and a simple left hand part is included. There may be a small number of hesitations and/or mistakes during performance.</p> <p>The composition can be linked to a planet as chosen by the student.</p>	<p>Can create a Ternary form melody that lasts at least 8 bars and can be right hand only. Performance might not be confident, but should have some assurance and may contain some small mistakes or hesitations.</p> <p>The composition can be linked to a planet as chosen by the student.</p>	<p>Can create a Binary form melody that lasts between 8 bars and is right hand only. There may be some mistakes and/or hesitations and a lack of confidence, but on the whole the melody will be discernible and accurate.</p> <p>The composition can be linked to a planet as chosen by the student.</p>

Key Vocab: Rondo, Ternary, Binary Form