

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><b>In mastery the student may adopt the following:</b></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><b>All knowledge outlined in Topic 1. Plus:</b></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><b>All knowledge outlined in Topic 1. Plus:</b></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><b>All knowledge outlined in Topic 1. Plus:</b></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><b>All knowledge outlined in Topic 1. Plus:</b></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"> <li>MRS F</li> <li>Pitch</li> <li>Timbre</li> <li>Dynamics</li> <li>Rhythm</li> <li>Tempo</li> </ul> <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"> <li>MRS F</li> <li>Pitch</li> <li>Timbre</li> <li>Dynamics</li> <li>Rhythm</li> <li>Tempo</li> </ul> <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"> <li>MRS F</li> <li>Pitch</li> <li>Timbre</li> <li>Dynamics</li> <li>Rhythm</li> <li>Tempo</li> </ul> <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"> <li>MRS F (motif, repeat, sequence, finish)</li> <li>Pitch</li> <li>Timbre</li> <li>Dynamics</li> <li>Rhythm</li> <li>Tempo</li> </ul> <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

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
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"> <li>Semi-breve (4 beats)</li> <li>Minim (2 beats)</li> <li>Crotchet (1 beat)</li> <li>Quaver (1/2 beat)</li> <li>Semi-quaver (1/4 beat)</li> <li>Dotted rhythms applied to all of the above</li> </ul> <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"> <li>Semi-breve (4 beats)</li> <li>Minim (2 beats)</li> <li>Crotchet (1 beat)</li> <li>Quaver (1/2 beat)</li> <li>Semi-quaver (1/4 beat)</li> <li>Dotted rhythms applied to all of the above</li> </ul> <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"> <li>Semi-breve (4 beats)</li> <li>Minim (2 beats)</li> <li>Crotchet (1 beat)</li> <li>Quaver (1/2 beat)</li> <li>Semi-quaver (1/4 beat)</li> </ul> <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"> <li>Semi-breve (4 beats)</li> <li>Minim (2 beats)</li> <li>Crotchet (1 beat)</li> <li>Quaver (1/2 beat)</li> </ul> <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

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
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 3<sup>rd</sup> and minor 3<sup>rd</sup>.</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

This term in Music we will be learning about Music and The Magic Door part 1 (music that descends),

	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 difference between major 3<sup>rd</sup> and minor 3<sup>rd</sup>.</p> <p>The use of the note B flat.</p> <p>What sharps and flats do.</p> <p>How to notate the listening questions using numbers, letters, and notes. Average of 75%+.</p> <p>How to write a description of the magic door that makes outstanding use of Imagery, Adjectives, Sentence variety and openers, use of the senses, and a link to musical devices such as pitch.</p>	<p>Secure understanding of the notes 1-8 on C, F major, G major, Bb, and D major</p> <p>The difference between major 3<sup>rd</sup> and minor 3<sup>rd</sup>.</p> <p>The use of the note B flat.</p> <p>How to notate the listening questions using numbers, letters, and notes. Average of 75%+.</p> <p>How to write a description of the magic door that makes very good use of Imagery, Adjectives, Sentence variety and openers, use of the senses, and a link to musical devices such as pitch.</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 to notate the listening questions using numbers, letters, and notes. Average of 60%+.</p> <p>How to write a description of the magic door that makes good use of Imagery, Adjectives, Sentence variety and openers, use of the senses, and a link to musical devices such as pitch.</p>	<p>Notes 1-5 on C, including how to write the notes c,d,e,f,g on the staff</p> <p>How to notate the listening questions using numbers, letters, and notes. Average of 50%+</p> <p>How to write a description of the magic door that makes use of Imagery, Adjectives, Sentence variety and openers, use of the senses, and a link to musical devices such as pitch.</p>
SKILLS & APPLICATION	<p>Ability to play both Magic Door Sheets 1 &amp; 2. At the keyboard this includes the Left Hand, or an equivalent standard performance on individual instrument.</p> <p>Performance should be confident and contain no or minimal mistakes or hesitations.</p>	<p>Ability to play both Magic Door Sheets 1 &amp; 2. At the keyboard this includes the Left Hand. or an equivalent standard performance on individual instrument.</p> <p>Perform to the class with confidence and only small mistakes or hesitations.</p>	<p>Ability to play both Magic Door Sheet 1, bars 1-16, 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>Ability to play both Magic Door Sheet 1, first 8 bars.</p> <p>Performance may not be confident and can contain some mistakes and hesitations, but there should be an overall sense of melody.</p>

Key Vocab: Pitch, Sharp/Flat, Major/Minor, Rhythm, Timbre, Motif, Sequence

What I will know and understand this term  
Year 8 up until Feb half term

This term in Music we will be learning about Music and The Magic Door part 2 (music that describes, ...)

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	A comprehensive understanding of everything covered so far this term, including comprehensive understanding of transposition to alternative keys.	Secure understanding of the notes C-C (C major) and D-D on D (D minor) using notation.  Secure understanding of transposition to alternative keys.  Secure understanding of chords in C major and can apply transposition skills  Understand the concept of transposition.	Good understanding of the notes C-C (C major) and D-D on D (D minor) using notation.  Good understanding of transposition to alternative keys.  Good understanding of chords in C major and can apply transposition skills  Understand the concept of transposition.	Understanding of the notes 1-8 on C (C major) and 1-8 on D (D minor).  Some understanding of transposition to alternative keys.  Some understanding of chords in the key of C major  Understand the concept of transposition
SKILLS & APPLICATION	In mastery the student may adopt the following:  Particularly creative musical response to the Hero and Villain concept.  Use of both hands at the keyboard using mixture of root and inverted chords in the left hand part.  Use of their own instrument.  Secure response in writing an MSSC melody into Sibelius and adding root and inverted chords – both hero and villain pieces created fully and a rhythm added to the chords.	<b>Keyboard Application</b>  Can apply MSSC and write into a form/structure e.g. ternary form and add root and inverted chords.  Perform the villain transposition with confidence and only small mistakes or hesitations.  <b>Computer Application</b>  Secure response in writing an MSSC melody into Sibelius and adding root and inverted chords – both hero and villain pieces created fully.	<b>Keyboard Application</b>  Some ability to apply MSSC or uses a MRS F melody structure and add a single left hand notes.  Perform the villain transposition some mistakes or hesitations may be present.  <b>Computer Application</b>  Some response in writing an MSSC or MRS F melody into Sibelius and adding single note bass line – either hero or villain only.	<b>Keyboard Application</b>  Some ability to apply MSSC or uses a MRS F melody structure and add a single left hand notes.  Perform the villain transposition some mistakes or hesitations may be present.  <b>Computer Application</b>  Some response in writing an MSSC or MRS F melody into Sibelius and adding single note bass line – either hero or villain only.

Key Vocab: Transposing, major, minor, sharp, flat, timbre.

This term in Music we will be learning about Heroes & Villains - performance

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p><b>All knowledge from Year 7 plus:</b></p> <p>A comprehensive understanding of everything covered so far including comprehensive understanding of the C major and D minor scales and including the use of triplet rhythms and transposition from C major to D minor.</p>	<p><b>All knowledge from Year 7 plus:</b></p> <p>Secure understanding of the notes C- C (C major).</p> <p>Secure understanding of the triplet rhythm notes and how to use them.</p> <p>Secure understanding of how to transpose music from C major to D minor and vice versa.</p>	<p><b>All knowledge from Year 7 plus:</b></p> <p>Good understanding of the notes C- C (C major)</p> <p>Good understanding of the triplet rhythm notes and how to use them.</p> <p>Good understanding of how to transpose music from C major to D minor and vice versa.</p>	<p><b>All knowledge from Year 7 plus:</b></p> <p>Understanding of the notes 1-5 on C (C major)</p> <p>Some understanding of the triplet rhythm notes and how to use them.</p> <p>Some understanding of how to transpose music from C major to D minor and vice versa.</p>
SKILLS & APPLICATION	<p>Performance of the <b>Hero piece</b> using both hands at the keyboard and using chords in the left hand part.</p> <p>Use of their own instrument.</p>	<p>Performance of the <b>Hero piece</b> using both hands.</p> <p>Perform to the class with confidence and only small mistakes or hesitations.</p>	<p>Performance of the <b>Hero piece</b> using both hands.</p> <p>Perform to the class with a sense of assurance and some mistakes or hesitations.</p>	<p>Performance of the <b>Hero piece</b> using the right hand only.</p> <p>Perform to the class with a sense of assurance and some mistakes or hesitations.</p>

Key Vocab: Hero, Villain, Major, Minor, Transpose, Triplet, Dotted rhythm

This term in Music we will be learning about Heroes and Villains - composition

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	A comprehensive understanding of everything covered so far this term, including comprehensive understanding of transposition to alternative keys.	Secure understanding of the notes C-C (C major) and D-D on D (D minor) using notation.  Secure understanding of transposition to alternative keys.  Secure understanding of chords in C major and can apply transposition skills  Understand the concept of transposition.	Good understanding of the notes C-C (C major) and D-D on D (D minor) using notation.  Good understanding of transposition to alternative keys.  Good understanding of chords in C major and can apply transposition skills  Understand the concept of transposition.	Understanding of the notes 1-8 on C (C major) and 1-8 on D (D minor).  Some understanding of transposition to alternative keys.  Some understanding of chords in the key of C major  Understand the concept of transposition.
SKILLS & APPLICATION	In mastery the student may adopt the following:  Particularly creative musical response to the Hero and Villain concept.  Use of both hands at the keyboard using mixture of root and inverted chords in the left hand part.  Use of their own instrument.  Secure response in writing an MSSC melody into Sibelius and adding root and inverted chords – both hero and villain pieces created fully and a rhythm added to the chords.	<b>Keyboard Application</b>  Can apply MSSC and write into a form/structure e.g. ternary form and add root and inverted chords.  Perform the villain transposition with confidence and only small mistakes or hesitations.  <b>Computer Application</b>  Secure response in writing an MSSC melody into Sibelius and adding root and inverted chords – both hero and villain pieces created fully.	<b>Keyboard Application</b>  Can apply MSSC into melody writing and add root position chords.  Perform the villain transposition with a sense assurance and some mistakes or hesitations.  <b>Computer Application</b>  Good response in writing an MSSC melody into Sibelius and adding root position chords – at least hero or villain completed and an attempt on the transposition.	<b>Keyboard Application</b>  Some ability to apply MSSC or uses a MRS F melody structure and add a single left hand notes.  Perform the villain transposition some mistakes or hesitations may be present.  <b>Computer Application</b>  Some response in writing an MSSC or MRS F melody into Sibelius and adding single note bass line – either hero or villain only.

Key Vocab: Motif, Sequence, Cadence, Transpose, Major/Minor.



This term in Music we will be learning about chords and broken chords.

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Chords of C, F, G &amp; A minor</p> <p>Understand how inverted chords work</p> <p>Understand all 3 broken chord patterns and create own pattern.</p> <p>How to apply the broken chord patterns to an alternative key.</p>	<p>Chords of C, F, G &amp; A minor</p> <p>Understand how inverted chords work</p> <p>Understand all 3 broken chord patterns</p> <p>How to apply the broken chord patterns to the chords C, F, G &amp; A minor</p>	<p>Chords of C, F, G &amp; A minor</p> <p>Understand how inverted chords work</p> <p>Understand 2/3 broken chord patterns</p> <p>How to apply the broken chord patterns to the chords C, F, G &amp; A minor</p>	<p>Chords of C, F, G &amp; A minor</p> <p>Can understand chords in root position.</p> <p>Understand 1/3 broken chord patterns</p> <p>How to apply the broken chord pattern to the chords C, F, G &amp; A minor</p>
SKILLS & APPLICATION	<p><b>Keyboard Application</b> Make a broken chord based piece using chords I, IV, V and vi in an alternative key to C major or add a more complex left hand part involving chords, inverted chords or broken chords.</p> <p>There will be very minimal mistakes and should be fluent in its approach.</p> <p><b>Sibelius Computer Application</b> A successful broken chord pattern with a more complex bass clef part.</p> <p>Print out the Sibelius file.</p>	<p><b>Keyboard Application</b> Make a broken chord based piece for minimum of 8 bars using the chords C, F, G &amp; A minor. There will be a simple left hand part.</p> <p>Perform to teacher/peers, there will be a sense of assurance and minimal mistakes or hesitations.</p> <p><b>Sibelius Computer Application</b> Write chords into Sibelius, with a successful broken chord pattern. There will be a simple bass clef part.</p> <p>Print out the Sibelius file</p>	<p><b>Keyboard Application</b> Make a broken chord based piece for minimum of 8 bars using the chords C, F, G &amp; A minor.</p> <p>Perform to teacher/peers, there will be a sense of assurance although some mistakes or hesitations will be present.</p> <p><b>Sibelius Computer Application</b> Write chords into Sibelius, with a successful broken chord pattern.</p> <p>Print out the Sibelius file.</p>	<p><b>Keyboard Application</b> Make a broken chord based piece for minimum of 8 bars using the chords C, F, G &amp; A minor.</p> <p>Perform to teacher/peers, some mistakes or hesitations will be present.</p> <p><b>Sibelius Computer Application</b> Write chords into Sibelius with an attempt of adding a broken chord pattern.</p> <p>Print out Sibelius file</p>

Key Vocab: Chords, triad, broken-chords

This term in Music we will be learning about chords and broken chords 2

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Understand and can identify the following techniques:</p> <p>Root position chords</p> <p>Chords in any other key in the circle of 5ths.</p> <p>Roman numerals</p> <p>Chord inversions</p> <p>Broken chord pattern created using notation and is written out effectively.</p>	<p>Understand and can identify/create the following:</p> <p>Root position chords</p> <p>Chords in an other key other than C major.</p> <p>Roman numerals</p> <p>Chord inversions</p> <p>Broken chord pattern created using notation. Some minor errors may be present.</p>	<p>Understand and can identify/create the following:</p> <p>Root position chords</p> <p>Chords in an other key other than C major.</p> <p>Roman numerals</p> <p>Broken chord pattern is created using letters. An attempt may be done with notation; however, it may not be consistent</p>	<p>Understand and can identify/create the following:</p> <p>Root position chords</p> <p>Chords in C major</p> <p>Roman numerals</p> <p>Broken chord pattern written out as numbers. An attempt may be made at writing it out in letters, although there may be some mistakes.</p>
SKILLS & APPLICATION	<p>Play broken chord pattern created by themselves with no errors.</p> <p>Chord inversions are included.</p> <p>A more complex left-hand part is incorporated using chords, inversions or broken chords, and it is played fluently.</p> <p>Or the piece may have been composed using your own instrument</p>	<p>Play a broken chord pattern including chords I, IV, V and vi and also chord ii or iii.</p> <p>Inversions are likely to be included.</p> <p>Right hand will be secure.</p> <p>A simple left hand part will be included using single notes or basic chords. It may not be as secure as the right hand part.</p>	<p>Play a broken chord pattern using chords I, IV, V and vi right hand only.</p> <p>There will be a sense of assurance although there may be some mistakes or hesitations</p>	<p>Play chord I, IV, V and vi using your own broken chord pattern using one hand only.</p> <p>There may be mistakes or hesitations.</p>

Key Vocab: Broken Chords, inversions, keys

This term in Music we will be learning about Drums and drumming

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Bass, snare and hi-hat notation with syncopation and use of triplets.</p> <p>Understand how this is scored out.</p> <p>Understand concept of syncopation using off-beat quavers and tied notes.</p> <p>Understand how to apply this knowledge on the keyboard and/or drum kit.</p>	<p>Bass, snare and hi-hat notation</p> <p>Understand how this is scored out.</p> <p>Understand concept of syncopation using off-beat quavers and tied notes.</p> <p>Understand how to apply this knowledge on the keyboard and drum kit.</p>	<p>Bass, snare and hi-hat notation</p> <p>Understand how this is scored out.</p> <p>Understand rhythms including bass, snare and hi-hat.</p> <p>Can transcribe a bass, snare and hi-hat example.</p>	<p>Bass and snare notation</p> <p>Understand how this is scored out.</p> <p>Understand rhythms that are maintained on the beat using bass and snare.</p> <p>Can transcribe a bass and snare example.</p>
SKILLS & APPLICATION	<p>Can perform 4 bars of consistent disco, standard rock and hip hop patterns with high hat, using both hands at the drum kit.</p> <p>Perform it to the teacher and peers with confidence and no mistakes / minimal mistakes</p>	<p>Can perform 4 bars of consistent disco, standard rock and hip hop patterns with high hat, using both hands at the keyboard.</p> <p>Has created their own competent drum notation and can perform this.</p> <p>Perform it to the teacher and peers with a small number of mistakes and a sense of assurance.</p>	<p>Can perform 4 bars of consistent disco and standard rock pattern with high hat, using both hands at the keyboard.</p> <p>Perform it to the teacher – there may be some mistakes or hesitations but there will be a sense of assurance.</p>	<p>Can perform 4 bars of consistent disco and standard rock pattern, without high hat, using both hands at the keyboard.</p> <p>Perform it to the teacher - there may be some mistakes or hesitations</p>

Key Vocab: Drum kit, snare, high hat, cymbal, bass, pattern, fill.

This term in Music we will be learning about The History of Music Part 1 The Renaissance, Baroque, Classical and Romantic

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Comprehensive understanding of 2 part writing techniques including:</p> <ul style="list-style-type: none"> <li>Parallel Harmony (3rds, 6ths Octaves)</li> <li>Contrary &amp; Similar Motion</li> <li>Call &amp; response and imitation</li> <li>Cadences</li> </ul> <p>The main musical and historical features of Renaissance, Baroque Classical and Romantic Music</p> <p>Generally achieving full marks in 5 recall questions</p>	<p>A good understanding of 2 part writing techniques including:</p> <ul style="list-style-type: none"> <li>Parallel Harmony (3rds, 6ths Octaves)</li> <li>Contrary &amp; Similar Motion</li> <li>Call &amp; response and imitation</li> <li>Cadences</li> </ul> <p>The main musical and historical features of Renaissance, Baroque Classical and Romantic Music</p> <p>Generally achieving 75% in the 5 recall questions</p>	<p>A secure understanding of 2 part writing techniques including:</p> <ul style="list-style-type: none"> <li>Parallel Harmony (3rds, 6ths Octaves)</li> <li>Contrary &amp; Similar Motion</li> <li>Call &amp; response and imitation</li> <li>Cadences</li> </ul> <p>The main musical and historical features of Renaissance, Baroque Classical and Romantic Music</p> <p>Generally achieving 50% in the 5 recall questions</p>	<p>A reasonable understanding of 2 part writing techniques including:</p> <ul style="list-style-type: none"> <li>Parallel Harmony (3rds, 6ths Octaves)</li> <li>Contrary &amp; Similar Motion</li> <li>Call &amp; response and imitation</li> <li>Cadences</li> </ul> <p>The main musical and historical features of Renaissance, Baroque Classical and Romantic Music</p> <p>Generally achieving 50% in the 5 recall questions</p>
SKILLS & APPLICATION	<p>Ability to independently compose using the above 2 part composition techniques.</p> <p>Most if not all techniques will be evident in the piece, and confident use of both treble and bass clef will be present.</p> <p>Comprehensive ability to recognise and understand the main features of Renaissance/Baroque/Classical/Romantic music through listening and through basic score study.</p>	<p>Ability to complete, using the notation software Sibelius, the above two part composition task to MEP standard.</p> <p>This requires use of the D minor key.</p> <p>Confident ability to recognise the main features of Renaissance/Baroque/Classical/Romantic music through listening and through basic score study.</p>	<p>Ability to complete, using the notation software Sibelius, the above two part composition task to EP standard.</p> <p>This requires confident use of the C major key.</p> <p>Secure ability to recognise the main features of Renaissance/Baroque/Classical/Romantic music through listening and through basic score study.</p>	<p>Ability to complete, using the notation software Sibelius, the above two part composition task to BEP standard.</p> <p>This requires secure use of the C major scale.</p> <p>Ability to recognise some of the main features of Renaissance/Baroque/Classical/Romantic music through listening and through basic score study.</p>

Key Vocab: Baroque, Renaissance, Classical, 2 part, similar and contrary motion, parallel harmony, call & response

This term in Music we will be learning about The History of Music Part 2 20<sup>th</sup>/21<sup>st</sup> Century Popular Music

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Comprehensive understanding of the main features of Romantic music and of the main 20<sup>th</sup> century genres:</p> <p>Blues Jazz Rock and Roll Progressive Rock Soul &amp; Disco Pop Indie</p>	<p>Confident understanding of the main features of Romantic music and of the main 20<sup>th</sup> century genres:</p> <p>Blues Jazz Rock and Roll Progressive Rock Soul &amp; Disco Pop Indie</p>	<p>Secure understanding of the main features of Romantic music and of the main 20<sup>th</sup> century genres:</p> <p>Blues Jazz Rock and Roll Progressive Rock Soul &amp; Disco Pop Indie</p>	<p>Reasonable understanding of the main features of Romantic music and of the main 20<sup>th</sup> century genres:</p> <p>Blues Jazz Rock and Roll Progressive Rock Soul &amp; Disco Pop Indie</p>
SKILLS & APPLICATION	<p>Comprehensive ability to analyse music through score study and listening in a variety of genres and styles.</p> <p>Secure recognition of musical devices through listening and score study such as:</p> <p>Sequence Pedal Cadences Drum Patterns Chords Parallel Harmony Call and Response</p> <p>Comprehensive ability to write descriptively about one example of each genre.</p>	<p>Confident ability to analyse music through score study and listening in a variety of genres and styles.</p> <p>Secure recognition of musical devices through listening and score study such as:</p> <p>Sequence Pedal Cadences Drum Patterns Chords Parallel Harmony Call and Response</p> <p>Confident ability to write descriptively about one example of each genre.</p>	<p>Secure ability to analyse music through score study and listening in a variety of genres and styles.</p> <p>Secure recognition of musical devices through listening and score study such as:</p> <p>Sequence Pedal Cadences Drum Patterns Chords Parallel Harmony Call and Response</p> <p>Secure ability to write descriptively about one example of each genre.</p>	<p>Reasonable ability to analyse music through score study and listening in a variety of genres and styles.</p> <p>Secure recognition of musical devices through listening and score study such as:</p> <p>Sequence Pedal Cadences Drum Patterns Chords Parallel Harmony Call and Response</p> <p>Reasonable ability to write descriptively about one example of each genre.</p>

Key Vocab: Analysis, popular music genres.