

## Music - Year 8 End of term 1 (Creating your own music) Mr Duff

Expectations	Classwork, homework and assessments shows student has knowledge of:		
	Performance on ukulele and keyboard	Understanding of structure, texture and variation	Know and demonstrate an understanding of the C Major key and it's chords
	Use Key Terminology orally and in written form	Use Music Software competently	Demonstrate composition skills using the interrelated dimensions of music
Developing	<p><u><b>Composition:</b></u></p> <ul style="list-style-type: none"> <li>You have chosen <b>A section triad chords</b> and inputted them as <b>block chords</b> into GarageBand, lasting <b>4 beats each</b> from <b>Bars 1-5</b>.</li> <li>You have Input your <b>B section chords</b> into GarageBand <b>from Bar 5-9. <i>Creating AB (Binary Form).</i> You have either:</b></li> <li>Chosen <b>B section triad chords</b> and input them as <b>block chords</b> into GarageBand, lasting <b>4 beats each</b>.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Chosen <b>B section triad chords</b> and input them as <b>broken chords</b> into GarageBand, with every note lasting 1 beat each.</li> <li><b>Copy and paste</b> your <b>A section</b> so it repeats after <b>B</b> from <b>Bar 9-13. <i>Creating ABA (Ternary Form).</i></b></li> <li>You have chosen <b>C section triad chords</b> and input them as <b>broken chords</b> after your second <b>A section</b> from <b>Bar 13-17</b>, with every note lasting <b>1 beat or half a beat each</b>.</li> </ul>		
Secure	<p><u><b>Composition:</b></u></p> <ul style="list-style-type: none"> <li><b>Copy and paste</b> your <b>A section</b> so it repeats after <b>C</b> from <b>Bar 17-21. <i>Creating ABACA (Rondo Form).</i></b></li> <li>You have demonstrated the following skills: <b>Create a new track, Split tracks, Copy and paste</b></li> <li>You have added a suitable <b>drum loop/beat</b> to your composition.</li> <li>You have added different suitable <b>drum loops/beats</b> to every section - <b>A, B and C</b>. Your <b>A section drum loop</b> has to be the same every time your <b>A section</b> repeats. The <b>B and C section</b> loop should be <b>different</b>.</li> <li>Add a <b>melodic idea loop</b> to every section. Remember to copy and paste the same one for your repeated A sections.</li> <li>Add a <b>bass riff loop</b> to every section. Remember to copy and paste the same one for your repeated A sections.</li> </ul>		
Complex	<p><u><b>Composition:</b></u></p> <ul style="list-style-type: none"> <li>You have chosen loops <b>suitable</b> to your songs <b>style/genre</b>.</li> <li>Add a bass line that outlines the <b>root note</b> (first note) of each chord. For example, the bass note to accompaniment a C Major chord would be a C.</li> <li>Add another texture layer/sound source that complements your composition.</li> <li>Extra marks can be gained through texture variation and development. For example, adding in new ideas over time.</li> </ul>		

## Music - Year 8 End of term 1 (Band Skills) Miss Shrimpton

Expectations	Classwork, homework and assessments shows student has knowledge of:		
	Ensemble Performance	Leadership in Performance	General Musicianship Skills
	Individual performance ability	Understanding of different instrument notation	Ability to play different instruments
<b>Developing</b>	<p><b><u>Performance:</u></b></p> <ul style="list-style-type: none"> <li>You are able to perform the <b>riff OR chords</b> on an instrument of your choice.</li> <li>You are able to perform your part with <b>fluency</b> and <b>accuracy</b>.</li> <li>You demonstrate an <b>awareness of ensemble skills</b> (listening, communication, kindness).</li> <li>You are <b>aware of the song structure</b> and are able to come in with your part at the correct time.</li> </ul>		
<b>Secure</b>	<p><b><u>Performance:</u></b></p> <ul style="list-style-type: none"> <li>You are able to perform your part <b>in time</b> with the rest of your band with fluency and accuracy.</li> <li>You are able to perform the <b>introduction</b> together as a band.</li> <li>You are able to perform the <b>introduction and verse 1</b> together as a band.</li> </ul>		
<b>Complex</b>	<p><b><u>Performance:</u></b></p> <ul style="list-style-type: none"> <li>You are able to perform the <b>introduction, verse 1 and verse 2</b> together as a band.</li> <li>You demonstrate <b>leadership skills</b> throughout your rehearsal and performance (<i>e.g. helping others with their parts, establishing the pulse by counting in, signalling changes in the performance where needed</i>).</li> </ul>		

## Music - Year 8 End of term 1 (Reggae) Mrs Casey

Expectations	Classwork, homework and assessments shows student has knowledge of:		
	History of Reggae music knowledge	General Musicianship Skills	Rhythm and pulse
	Use Key Terminology orally and in written form	Keyboard Performance Technique	Read and perform Three Little Birds by Bob Marley accurately in terms of pitch and rhythm
Developing	<p><b><u>Performance:</u></b> Perform with reasonable fluency and accuracy.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Perform the C and F Riffs with <b>accurate pitch</b>.</li> <li>• Perform the C and F Riff with <b>accurate rhythm and timing</b></li> <li>• Perform the C and F Riffs using your <b>right hand and the correct fingers</b>.</li> </ul>		
Secure	<p><b><u>Performance:</u></b> Perform accurately and fluently, demonstrating a high level of confidence.</p> <p><b>Success Criteria: In addition to the Developing skills.</b></p> <ul style="list-style-type: none"> <li>• Perform the C and F Riffs <b>in time with a drum beat</b>.</li> <li>• Play the C and F Riffs in your right hand and <b>single finger chords in your left</b>.</li> <li>• Play the <b>Chorus Melody</b> in your right hand with single finger chords in your left.</li> </ul>		
Complex	<p><b><u>Performance:</u></b> <b><u>Demonstrate outstanding performance skills, showing high levels of confidence and technical ability.</u></b></p> <p><b>Success Criteria: In addition to the Secure skills.</b></p> <ul style="list-style-type: none"> <li>• Play the <b>triad chords on the off-beat (as a skank)</b> alongside the right hand melodies.</li> <li>• Play the <b>Verse Melody</b> in your right hand with single finger chords in your left</li> <li>• <b>Sing</b> while you play</li> </ul>		