

YEAR 8-CONDUCTING

Knowledge	Skills
<p>Know how to read and write rhythms using a graphic score. Understand what a pulse and rhythm. Understand what a graphic score is.</p>	<p>Composing: Compose a simple rhythm using teas, coffees and silence.</p> <p>Performing: Perform rhythm squares with an awareness of others. Perform a simple short rhythmic phrase on their own.</p> <p>Listening and Appraising: Can identify changes in tempo and dynamics. Be able to evaluate ideas and select the most successful ones for use in composition. List ways to improve my work.</p>
<p>Understand why development of musical ideas is important in a piece of music.</p>	<p>Composing: Develop Handy Composition ideas using small spot the difference changes.</p> <p>Performing: Perform rhythm squares with others staying in time with a pulse. Able to correct own mistakes in performance. Perform a short rhythmic composition.</p> <p>Listening and Appraising: Be able to hear changes in pitch, dynamics and tempo.</p>
<p>Understand the importance of balance in structure in a composition and understand what makes a successful introduction and coda. Understand what an introduction and coda are.</p>	<p>Composing: Be able to compose more complex rhythms using coca colas, lemonades and silence. Be able to create contrast in a composition.</p> <p>Performing: Perform rhythm squares with others in a round. Perform Handy Composition fluently.</p> <p>Listening and Appraising: Be able to describe musical features in detail and act on feedback and improve work.</p>
<p>Understand how to use different dynamics</p>	<p>Composing: Compose a more extensive Handy Composition using different dynamics, making a significant composition.</p> <p>Performing: Perform the Handy Composition musically and expressively with changes in dynamics and tempo.</p> <p>Listening and Appraising: Be able to evaluate compositions in detail with an awareness of the elements of music.</p>

Knowledge	Skills
<p>Be able to name a famous conductor. Know two tasks a conductor would do-beat time, control dynamics. Know the name of a conductor's baton.</p>	<p>Conducting: Can conduct in time to music with good hand-eye co-ordination and a sense of pulse.</p>
<p>Understand some of the other responsibilities a conductor has e.g. bring people in and off, be able to read music in detail, follow a score, stamina, change the tempo.</p>	<p>Conducting: Can conduct in different time signatures and can reflect on ability to conduct. Can correct mistakes. Able to conduct in 2/4 and 3/4. Can conduct with good hand eye co-ordination.</p>
<p>Know the meaning of pulse, tempo, dynamics and expression.</p>	<p>Conducting: Can conduct with stamina and can conduct for longer periods of time. Can conduct with confidence. Can bring people in and off and may be able to conduct from stave notation. Can conduct in 4/4 and 5/4.</p>
<p>Understand more complex directions on a score such as tempo changes, part reading and dynamic changes.</p>	<p>Conducting: Can conduct with an understanding of how to use tempo, phrasing and dynamics expressively. Can conduct with sensitivity to the style of music and conduct using subtleties of facial expressions and body language. Can conduct with real attention to detail. Can follow a score and give real direction and confidence when conducting. Able to reflect on their skills and how to make improvements.</p>

YEAR 8-MEDIEVAL MUSIC

Knowledge	Skills
<p>Know what a graphic score is. Know what neumes are. Know when the Medieval period was.</p> <p>Know what pitch, tempo and dynamics mean.</p> <p>Understand how to create a score using Sibelius. Understand how to add notes to the score and copy and paste bars.</p> <p>Understand playback.</p>	<p>Composing: Compose a simple Neume tune using 2-3 notes. Compose a 2 bar rhythm in 4/4 on C using Sibelius. Make it melodic so it moves by step and small leaps and stays on the home note.</p> <p>Performing: Perform a simple Neume tune accurately and in free time.</p> <p>Listening and Appraising: Be able to listen to a Neume Tune and spot the shape of a melody.</p>
<p>Know some of the features of plainchant such as free time, modes, stepwise motion.</p> <p>Know how to read rhythms using stave notation-time signature, beats in a bar, bars, bar lines, double bar lines.</p> <p>Understand how to add extra bars to Sibelius and how to delete bars.</p>	<p>Composing: Compose a more complex Neume tune that is a bit longer and uses more notes. Repeat and develop melodic ideas using spot the difference changes in Medieval melody.</p> <p>Performing: Perform a more complex Neume tune and be able to correct own mistakes.</p> <p>Listening and Appraising: Can identify some of the features of plainsong-free time, Latin, stepwise motion.</p>
<p>Know how to read pitch notation.</p> <p>Understand how to add a title, use triplets, add extra instruments in Sibelius.</p>	<p>Composing: Extend musical ideas further using spot the difference changes in Medieval Melody.</p> <p>Performing: Perform Neume tune as a soloist and from memory.</p> <p>Listening and Appraising: Can describe the musical features of Plainsong in more detail and act of feedback to improve work.</p>
<p>Understand the following terms: Drone, scale, mode, melisma, tonic, development, contrast, structure.</p> <p>Understand the purpose of plainchant and why Latin was used.</p> <p>Understand the meaning of these terms: rit/ accel, cresc/ dim, forte/ piano, metronome mark/ staccato/ legato/ accented.</p> <p>Also understand how to add these to a score using Sibelius.</p>	<p>Composing: Add expression-dynamics, phrasing, articulation and tempo markings to the Medieval Melody score. Add a drone accompaniment in the bass clef using C and G.</p> <p>Performing: Perform a Neume tune with a sense of style and dynamics.</p> <p>Listening and Appraising: Can explain eth purpose of why music was composed and can refine the finer details of a composition.</p>

YEAR 8-HIROSHIMA

Knowledge	Skills
<p>Be able to read a graphic score of Pendereski's Threnody. Identifying instruments, composer and changes in pitch. Understand what programme music is</p>	<p>Composing: Compose simple repeated patterns to the poem "It Rains and Rains". Use a variety of sounds such as metallic, wooden, vocal and sound effects.</p> <p>Performing: Perform a simple idea on their own.</p> <p>Listening and Appraising: Be able to hear changes in pitch, dynamics and tempo. Be able to list ways to improve work,</p>
<p>Be able to identify changes in dynamics on a graphic score and understand how these changes are notated.</p>	<p>Composing: Develop repeated patterns by using small spot the difference changes. Create simple ideas creating contrast between each line of the poem. Create an introduction that sets the scene.</p> <p>Performing: Perform more complex ideas as part of a group. Able to correct own mistakes.</p> <p>Listening and Appraising: Can identify musical features using some key words. Can evaluate own work and suggest improvements.</p>
<p>Be able to follow the score in terms of how the parts move from one to the next.</p>	<p>Composing: Be aware of the structure of the piece creating an exciting beginning, middle and end. Use different textures to create contrast. Take a solo part in the composition.</p> <p>Performing: Take a solo role in the group and lead the performance. Perform with confidence and accuracy.</p> <p>Listening and Appraising: Can describe musical features in detail. Can act on feedback and improve work.</p>
<p>Understand technical terms such as col legno, sul ponte, arco, pizz, with the mutes. Understand what is meant by extended techniques.</p>	<p>Composing: Add dynamics, tempo and phrasing to the composition. Use imaginative extended techniques. Make a significant contribution to the composition.</p>

	<p>Performing: Perform with dynamics, expression and a sense of style.</p> <p>Listening and Appraising: Can refine and revise own work and make detailed improvements.</p>
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