

Subject: Music

Year 8 Reggae

Time of Assessment: Varies depending on unit rotation/ available equipment

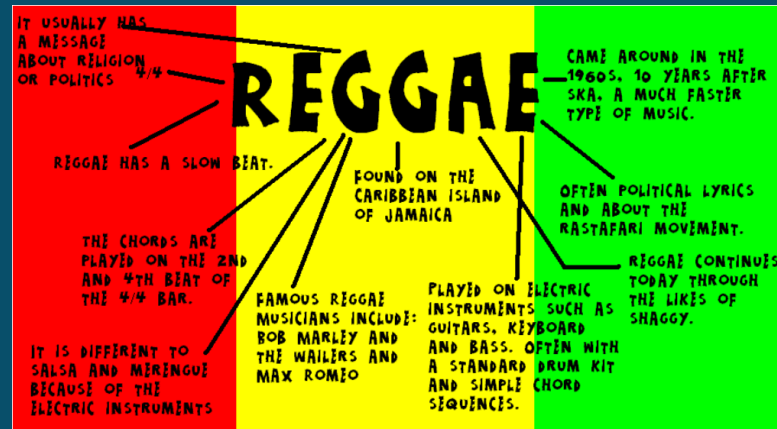
Skills to be Assessed:

Students should be able to understand how to read a lead sheet and arrange/rehearse a performance of a reggae song in an *ensemble* (group).

Students should be able to maintain their part on an instrument/voice of choice in a performance of 'Three Little Birds'.

Students should be able to sing in tune with expression.

Students should be able to identify main reggae instruments from both picture and sound.



Knowledge to be assessed:

- Understanding of characteristics of reggae (*syncopation, off beat, riff, hook-line*)
- Understanding of lead sheet (*score-reading*)
- Effective instrumental/vocal technique (including chords of A, D, and E)
- Identification of reggae instruments (*timbre*)

Resources to help Revision:

<https://portal.focusonsound.com>

(logon using student school Microsoft account)

<https://www.musicca.com/piano>

https://youtu.be/le10tF_3YWg?si=qmSRzIFx-ORA-te5

<https://youtu.be/PMk-q5LCAiAs?si=3lHNd9KrMiYwOxwD>

https://youtu.be/UhBjsK6gg2Y?si=JLwVJXrDUMuV_Rs3

<https://youtu.be/4k2PJFPu57Y?si=GGqZ8rX-D6Q2hcNC>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Perform only one section (e.g. chorus). Fluency issues inhibit overall 'feel' of the music. Possibly struggling to 'feel' the beat or keep in time with group.	Perform intro and chorus with a degree of fluency on chosen instrument. Possibly being doubled or supported by another performer.	Successful performance of the introduction/verse/chorus of 'Three Little Birds' on chosen instrument/voice. Awareness of other parts/timing.	Perform whole of 'Three Little Birds' on instrument/voice of preference fluently and independently in a group with the other parts.	Confident ensemble performance of 'Three Little Birds' with flair demonstrated through personal adaptations and developments.

Subject: Music

Year 8 Latin American Music

Time of Assessment: Varies depending on unit rotation/ available equipment

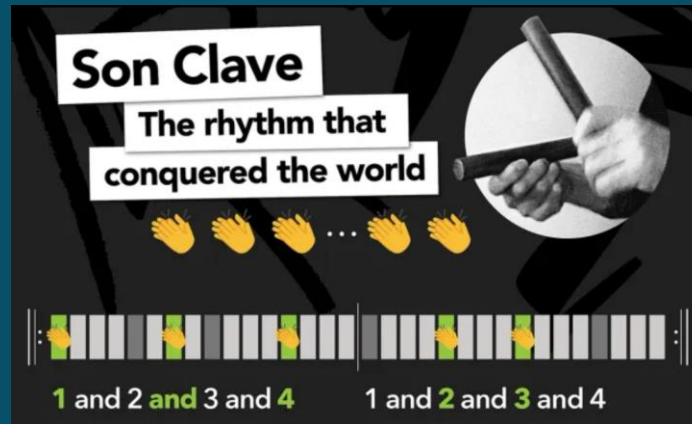
Skills to be Assessed:

Students should be able to understand how to read standard Western musical notation (including *treble and bass clefs, key signature of G major, accidentals, syncopation, tied notes, repeats and 1st and 2nd time bars*).

Students should be able to perform a 32-bar melody in 4/4 time (*'Tequila 1'*) from Western notation on the keyboard using both hands simultaneously with fluency.

Students should be able to sing in tune with expression.

Students should be able to identify main Latin American instruments from both picture and sound.



Knowledge to be assessed:

- Understanding of characteristics of Latin American music (*syncopation, son clave, timbre*)
- Understanding piano score (including *ties, repeats, 1st/2nd time bars*)
- Effective keyboard technique (*two hands*)

Resources to help Revision:

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<https://youtu.be/wdH6K6LPuS0?si=Z-5KMujM69XFKGrd>

<https://youtu.be/UhBjsK6gg2Y?si=JLwVJXrDUMuV-Rs3>

<https://youtu.be/WcEdW8Ycmsk?si=Srs7K90bsyjb6miJ>

https://youtu.be/Uyl7GP_VMJY?si=8TWg7wZoVdlzjPS7

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Perform introduction of <i>'Tequila!'</i> from notation. Possibly an effort to play main groove section. Fluency inhibited by slips, and possibly 'plonking' keys.	Perform intro and main groove melody of <i>'Tequila!'</i> on the keyboard with right hand from notation. Correct rhythms and pitch with a degree of fluency.	Perform intro, main groove and mid-8 of <i>'Tequila!'</i> using right hand on keyboard fluently from notation. Attempt at adding in basic left hand minim bass line.	Perform whole with both melody and minim bass line of <i>'Tequila!'</i> fluently – including repeats of sections (where marked on score).	Confident, fluent performance with both melody and syncopated (difficult) bass line of <i>'Tequila!'</i> – Possible inclusion of improvised section.

Subject: Music

Year 8 Blues 1

Time of Assessment: Varies depending on unit rotation/ available equipment

Skills to be Assessed:

Students should be able to understand how to read standard Western musical notation (including *treble and bass clefs, key signature of G major, accidentals*).

Students should be able to perform a 12-bar blues vamp/walking bass on the keyboard with fluency.

Students should be able to perform an improvisation with the right hand on the keyboard using one of three optional scales (2 note, pentatonic, blues scale) with fluency.

Students should be able to sing in tune with expression.

Students should be able to identify blues instruments from both picture and sound.

The musical notation shows a 12-bar blues vamp/walking bass in G major, 4/4 time. The notes are as follows:

- Bar 1: G2, B2, D3, E3 (Chord: G)
- Bar 2: G2, B2, D3, E3 (Chord: G)
- Bar 3: G2, B2, D3, E3 (Chord: G)
- Bar 4: G2, B2, D3, E3 (Chord: G)
- Bar 5: G2, B2, D3, E3 (Chord: G)
- Bar 6: G2, B2, D3, E3 (Chord: G)
- Bar 7: G2, B2, D3, E3 (Chord: G)
- Bar 8: G2, B2, D3, E3 (Chord: G)
- Bar 9: G2, B2, D3, E3 (Chord: G)
- Bar 10: G2, B2, D3, E3 (Chord: G)
- Bar 11: G2, B2, D3, E3 (Chord: G)
- Bar 12: G2, B2, D3, E3 (Chord: G)

Knowledge to be assessed:

- Understanding of characteristics Blues music (*12-bar blues, improvisation, vamp, walking bass, syncopation, pentatonic scale, timbre*)
- Understanding of development of Blues music
- Effective keyboard improvisation (*two hands*)

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https://youtu.be/UhBjsK6gg2Y?si=JLwVJXrDUMuV_Rs3

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Perform some of the <i>12-bar blues vamp</i> on keyboard. Fluency inhibited by slips, and struggling to find notes.	Perform <i>12-bar blues vamp</i> on the keyboard with left hand from notation. Correct rhythms and pitch with a degree of fluency in chord changes.	Perform <i>12-bar blues vamp/walking bass</i> with left hand on keyboard fluently from notation. Attempt at adding in right hand <i>improvised melody</i> .	Perform <i>12-bar blues vamp/walking bass</i> with left hand on keyboard fluently to accompany successful <i>right hand improvisation (pentatonic)</i> .	Confident, fluent <i>12-bar blues</i> performance with both <i>improvised melody and vamp/walking bass line</i> . Stylistic and performed with flair.

Subject: Music

Year 8 Blues 2

Time of Assessment: Varies depending on unit rotation/ available equipment

Skills to be Assessed:

Students should be able to compose three verses of a 12-bar blues song successfully working in a group of up to 4 students – paying attention to the standard format of this genre.

Students should be able to understand technical demands of instrument/vocal line of their choice.

Students should be able to perform an independent instrumental/vocal role in a 12-bar blues ensemble song composition with fluency.

Students should be able to sing in tune with expression.

Students should be able to identify blues instruments from both picture and sound.



Resources to help Revision:

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<https://www.bbc.co.uk/teach/ten-pieces/articles/zdg3t39>

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Knowledge to be assessed:

- Understanding of structure of 12-bar blues – including verses/lyrics in blues songs
- Understanding of different instrumental/vocal roles within a 12-bar blues performance
- Effective keyboard improvisation (*two hands*)

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Compose and attempt to perform a verse in 12-bar blues style in a group. Fluency inhibited by slips, and struggling to keep in time with group.	Compose and perform 12-bar blues song in an ensemble. Possibly doubling part with other student, struggling to keep in time, or using keyboard backing.	Compose and perform 12-bar blues song as part of ensemble fluently. Three successful verses. Maintaining independent line in performance.	Compose and perform 12-bar song as part of ensemble fluently. Consideration given to structure with addition of intro/improv/ chorus/outro etc.	Confident, fluent performance of 12-bar blues song composition in ensemble. Stylistic and performed with flair. demonstrating technical skills.