

Subject: Music

Year 9 Minimalism 1

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

Skills to be Assessed:

Students should be able to read standard Western musical notation and understand how to use a lead sheet as the basis for arrangement.

Students should be able to perform their arrangement of 'Tubular Bells' on the keyboard with fluency.

Students should be able to identify features of minimalism from recorded extracts and apply this to their arrangement task.

Students should be able to sing in tune with expression.

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

Any table-top is amplified by means of a contact Mike, amplifier and speaker

The player performs 1+1 by tapping the table-top with his fingers or knuckles.

The following two rhythmic units are the building blocks of 1+1:

a) and b)

1+1 is realized by combining the above two units in continuous, regular arithmetic progressions.

Knowledge to be assessed:

- Understanding of main characteristics of minimalism (*cells, repetition, layering, phase shift, sequencing*)
- Understanding of how major scales are built (*tones/semitones*)
- Effective minimalist sequencing (*structure*)

Resources to help revision:

<https://portal.focusonsound.com>

(logon using student school Microsoft account)

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

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

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

<https://youtu.be/PMk-q5LCiAs?si=3lHNd9KrMiYwOxwD>

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

<https://youtu.be/nbYQYOM66MA?si=WQZQynHK5w9SW9vQ>

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Attempt at performing one or two of the main cells from 'Tubular Bells' Fluency inhibited by slips. Little or no attempt to extend through arrangement.	Short performance of at least two of the main cells in 'Tubular Bells'. Arrangement is mostly repetition rather than alternating different cells.	Performance of the four main cells of 'Tubular Bells' fluently in a successful arrangement. At least two cells should be played together at the same time.	Perform of the four main cells of 'Tubular Bells' fluently in an interesting arrangement. Consideration given to structure and texture.	Confident, fluent performance of arrangement of 'Tubular Bells'. Stylistic and performed with flair demonstrating advanced understanding of minimalism.

Subject: Music

**Year 9 Minimalism 2
(Minimalism and Dance Music)**

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

Skills to be Assessed:

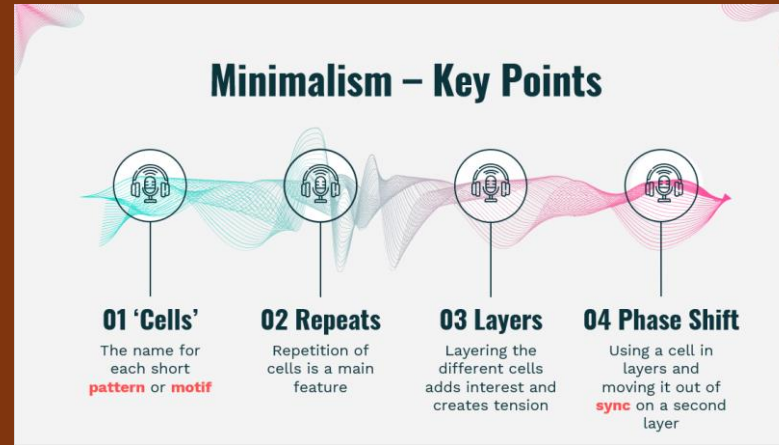
Students should be able to read standard Western musical notation and understand how to use a lead sheet as a basis for arrangement.

Students should be able to perform their arrangement of 'Levels' on the keyboard with fluency in pairs.

Students should be able to identify stylistic features of dance music from recorded extracts and apply them to the arrangement task.

Students should be able to sing in tune with expression.

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



Knowledge to be assessed:

- Understanding of main characteristics of dance music (*sequencing, repetition, layering, four-to-the-floor beat*).
- Understanding of how major scales and major /minor chords are built (*tones/ semitones/ major/ minor*).
- Understanding use of repetitive chord progressions (*four chord trick*)

Resources to help Revision:

<https://portal.focusonsound.com>

(logon using student school Microsoft account)

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

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

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

<https://youtu.be/PMk-q5LCiAs?si=3lHNd9KrMiYwOxwD>

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

https://youtu.be/_ovdm2yX4MA?si=f_xFTOLR3ClukVFj

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Attempt at performing one or two of the main motifs from 'Levels' Fluency inhibited by slips. Little or no attempt to extend through arrangement.	Short performance of at least two of the main motifs in 'Levels'. Arrangement is mostly repetition rather than alternating different cells.	Performance of the four main motifs of 'Levels' fluently in a successful arrangement. At least two cells should be played together at the same time.	Perform of the four main motifs of 'Levels' fluently in an interesting arrangement. Consideration given to tessitura, structure and texture.	Confident, fluent performance of arrangement of 'Levels'. Stylistic and performed with flair demonstrating advanced understanding of dance music.

Subject: Music

Year 9 Minimalism 3 (Chord Progressions in Pop Music: Introduction to the Guitar)

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

Skills to be Assessed:

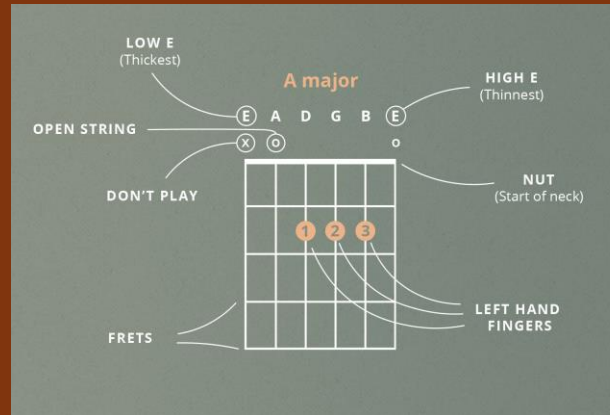
Students should be able to understand guitar TAB notation and use it to learn simple 2, 3 and 4 chord songs in a variety of styles to backing tracks.

Students should be able to perform their choice of song with clear chord changes and awareness of others in group.

Students should be able to identify and apply stylistic features of their chosen song to performance..

Students should be able to sing in tune with expression.

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



Knowledge to be assessed:

- Understanding of main characteristics of dance music (*sequencing, repetition, layering, four-to-the-floor beat*).
- Understanding of how major scales and major /minor chords are built (*tones/ semitones/ major/ minor*).
- Understanding use of repetitive chord progressions (*four chord trick, guitar TAB*) on the guitar.

Resources to help Revision:

<https://portal.focusonsound.com>

(logon using student **school Microsoft account**)

<https://www.musicalfuturesonline.org/my-account/>

Musical Futures: **Ramsey Grammar School**

Password: **Musicians2022**

(Use 'Learn to Play' library)

https://www.youtube.com/playlist?list=PL8mehSHFt4szrqL_Lo3sPEbrSQ9pjfw6u

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Attempt at performing one or two guitar <i>chords</i> . Fluency inhibited by slips. Little or no awareness of how the chords fit with the song.	Short performance of chord progression in at least a song chorus. Some fluency in chord changes and awareness of timing.	Performance of a song with a repeated chord progression. Mostly fluent changes and in time with backing track/ other students in group.	Confident performance on guitar of a pop song accompaniment. Chord changes fluent and effective strumming patterns used to enhance the piece.	Confident, fluent performance of a more harmonically complex pop song. Demonstration of technical flair and unity of purpose within group.

Subject: Music

**Year 9 Minimalism 3
(Chord Progressions in Pop Music:
Introduction to the Guitar)**

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

Skills to be Assessed:

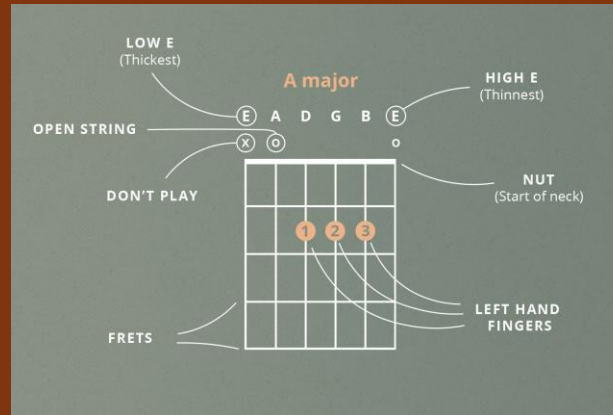
Students should be able work in groups to compose a song using chosen resources/instruments..

Students should be able to perform their composed song with confidence and technical competence.

Students should be able to identify and apply stylistic features of their song to performance..

Students should be able to sing in tune with expression.

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



Resources to help Revision:

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<https://www.musicalfuturesonline.org/my-account/>

Musical Futures: **Ramsey Grammar School**
Password: **Musicians2022**

Knowledge to be assessed:

- Understanding of main structural features of pop songs (*intro, verse, chorus, bridge, middle-8, outro*).
- Understanding of how to compose song *lyrics*
- Understanding use of repetitive *chord progressions (four chord trick)* on the guitar and keyboard to create an effective *accompaniment*..

Grade Descriptors: How the assessment is graded?

Emerging	Developing	Secure	Mastering	Extending
Attempt at composing and performing a song with limited success. Fluency inhibited by slips. Little or no awareness of how chords fit with a song.	Composition and performance containing a 2-chord progression in at least a song chorus. Some fluency in chord changes and awareness of timing.	Composition and performance of a song with a repeated chord progression. Mostly fluent changes and in time with other students in group.	Successful composition and performance pop song with effective chord choices, appropriate structure and in time with other students in the group.	Confident, fluent performance of a complete composed song. Demonstration of technical flair and unity of purpose within group.