

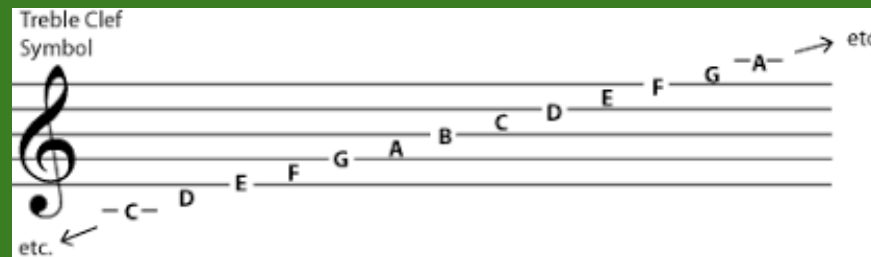
**Subject: Music**

**Year 7 Elements of Music 1**

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

**Skills to be Assessed:**

- Students should be able to perform basic rhythms with a clear sense of pulse.
- Students should be able to understand how to read standard Western musical notation (*notes of the treble clef, semibreve, minim, crotchet, quaver, semiquaver*).
- Students should be able to perform a simple 16-bar melody in 2/4 time (*'Mattachins'*) from Western notation on the keyboard using their right hand with fluency.
- Students should be able to sing in tune with expression.
- Students should be able to identify main orchestral instruments from both picture and sound.



- Knowledge to be assessed:**
- Western musical notation
  - Understanding of pitch (*treble clef*)
  - Understanding of rhythm (*semibreve, minim, crotchet, quaver, semiquaver*)
  - Notes on the music keyboard

**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/le10tF_3YWg?si=qmSRzIFx-ORA-te5)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
Perform less than 8 bars of music from notation. Fluency issues inhibit overall 'feel' of the piece. Possibly only using one finger to 'plonk' keys.	Perform 8 bars of music from notation on the keyboard with correct rhythms and pitch with a degree of fluency.	Play a simple 16 bar melody with the right hand on the keyboard fluently from notation.	Perform a 16 bar simple melody with left hand bass line added in the left hand fluently.	Confident performance with both melody and harmony parts – including extension of the piece.

**Subject: Music**

**Year 7 Elements of Music 2**

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

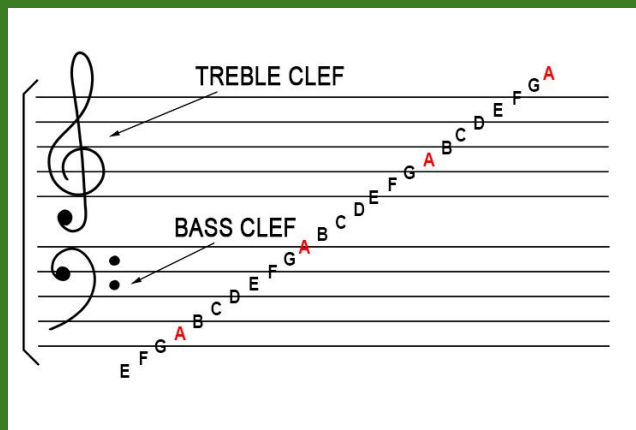
**Skills to be Assessed:**

Students should be able to understand how to read standard Western musical notation (including *notes of the bass clef*).

Students should be able to perform a 16-bar melody in  $\frac{3}{4}$  time (*'Hedwig's Theme'*) from Western notation on the keyboard using their right hand for melody and left hand for bass line simultaneously with fluency.

Students should be able to sing in tune with expression.

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



**Knowledge to be assessed:**

- Western musical notation
- Understanding of pitch (*bass clef*)
- Understanding of 'accidentals' (*sharps, flats and naturals*)
- Effective keyboard technique (right hand *melody*/ left hand *bass line*)

**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/lkgQfQYcZgc?si=Zpa-9oPBlphNbjky>

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

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
Perform less than 8 bars of music from notation. Fluency issues inhibit overall 'feel' of the piece. Possibly only using one finger to 'plonk' keys.	Perform 8 bars of melody on the keyboard with right hand from notation. Correct rhythms and pitch with a degree of fluency.	Play a simple 16-bar melody with the right hand on the keyboard fluently from notation. Some attempt at adding in left hand bass line.	Perform whole 16-bar melody with left hand bass line added in fluently.	Confident performance with both melody and harmony parts – including extension of the piece (32 bars).

**Subject: Music**

**Year 7 Elements of Music 3**

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

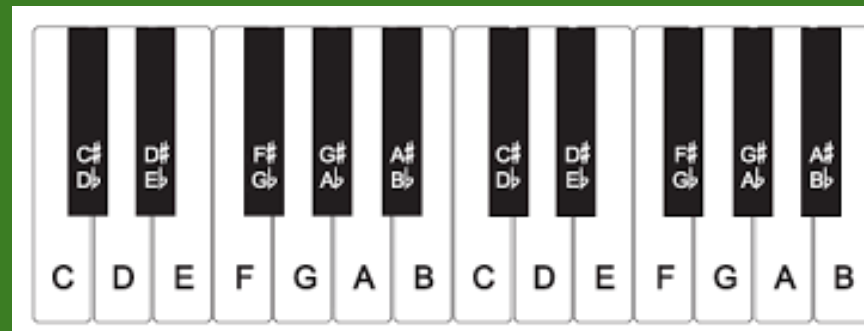
**Skills to be Assessed:**

Students should be able to understand how to read standard Western musical notation (including *notes of the bass clef*).

Students should be able to perform a 16-bar melody in  $\frac{3}{4}$  time (*'He's a Pirate'*) from Western notation on the keyboard using their right hand for melody and left hand for *bass line* simultaneously with fluency.

Students should be able to sing in tune with expression.

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



**Knowledge to be assessed:**

- Western musical notation
- Understanding of harmony and chords (*texture*)
- Effective keyboard technique (right hand *melody*/ left hand *bass line* together)
- Identification of orchestral instrument (*timbre*)

**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/le10tF_3YWg?si=qmSRzIFx-ORA-te5)

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

[https://youtu.be/lkgQfQYcZgc?si=Ptf2Cn0h\\_zANhC1l](https://youtu.be/lkgQfQYcZgc?si=Ptf2Cn0h_zANhC1l)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
Perform less than 8 bars of music from notation. Fluency issues inhibit overall 'feel' of the piece. Possibly only using one finger to 'plonk' keys.	Perform 8 bars of melody on the keyboard with right hand from notation. Correct rhythms and pitch with a degree of fluency.	Play a simple 16-bar melody with the right hand on the keyboard fluently from notation. Attempt at adding in chords in left hand bass line.	Perform whole 16-bar melody with chords added in the left hand fluently.	Confident performance with both parts including personal adaptations of left hand chords into a more effective bass line (e.g. arpeggios/ broken chords).

**Subject: Music**

**Year 7 Elements of Music 4**

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

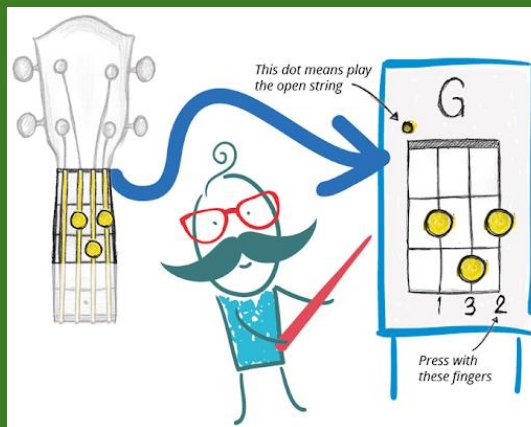
**Skills to be Assessed:**

Students should be able to understand how to read ukulele TAB.

Students should be able to perform basic chord progressions in time with backing tracks on ukulele with simple strumming technique.

Students should be able to sing in tune with expression.

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



**Knowledge to be assessed:**

- Understanding of how to hold ukulele
- Understanding of ukulele TAB (*tablature*)
- Identifying characteristics of chords (*major, minor*)
- Effective ukulele technique (*chords of C, Am, F, G*)
- Identification of orchestral instruments (*timbre*)

**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.youtube.com/@chrishanks6394>

[https://youtu.be/le10tF\\_3YWg?si=qmSRzIFx-ORA-te5](https://youtu.be/le10tF_3YWg?si=qmSRzIFx-ORA-te5)

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

<https://youtu.be/FXbveMxOwcE?si=q5PltbGJcTajayNp>

[Spn Valley High School - C to Am - Ukulele Tutorial \(youtube.com\)](https://www.youtube.com/watch?v=SpnValleyHighSchool-CtoAm-UkuleleTutorial)

**Grade Descriptors: How the assessment is graded?**

Emerging	Developing	Secure	Mastering	Extending
Perform less than 3 chords from TAB notation. Fluency issues inhibit overall 'feel' of the music. Possibly struggling to strum on the beat.	Perform repetitive 3 chord accompaniment with correct chord patterns fluently from TAB. Strumming on first beat of each bar.	Play a repetitive 4 chord accompaniment with correct chord patterns fluently from TAB. Simple strumming pattern in time with music.	Perform whole song accompaniments on the ukulele with fluent chord changes and effective strumming patterns.	Confident performance on ukulele demonstrating 'flair and fluency with effective strumming patterns. A wider vocabulary of chord patterns used confidently.