



**MUSIC - Year 8**

	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding</b>
<b>Key Competences</b>	<p><b>SIMPLE SOUNDS</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Melody</li> <li>• Notations/Score</li> <li>• Playing with a group/ensemble</li> <li>• Structures</li> <li>• Musical words</li> <li>• Effect</li> <li>• Ostinato</li> </ul> <p>...WITH SOME HELP (TEACHER/PEER)</p>	<p><b>SIGNIFICANT SOUNDS</b></p> <ul style="list-style-type: none"> <li>• Melody/Rhythms</li> <li>• Lead</li> <li>• Notation/Scores (Read and Write)</li> <li>• Simple scales/keys</li> <li>• Harmony/Accompaniment: Use triads/chords</li> <li>• Longer (given) structures</li> <li>• Devices</li> <li>• Compare</li> <li>• Times &amp; Cultures</li> </ul> <p>...WITH A LITTLE HELP</p>	<p><b>EXPRESSIVE SOUND</b></p> <ul style="list-style-type: none"> <li>• Melody/Rhythms</li> <li>• Adjustments</li> <li>• Dynamics/Phrasing/Timbres/Tempo</li> <li>• Genres</li> <li>• Longer &amp; more substantial pieces</li> <li>• Sustain &amp; develop</li> <li>• More scales/keys</li> <li>• More devices &amp; techniques</li> <li>• Situations &amp; impact</li> </ul> <p>...WITH LITTLE HELP</p>	<p><b>APPRENTICE MUSICIAN...</b></p> <ul style="list-style-type: none"> <li>• Range of styles &amp; techniques</li> <li>• Significant performer</li> <li>• Contextual appreciation</li> <li>• Knowledge of elements &amp; basic keys, chords, scales, structures, styles</li> <li>• Longer &amp; more substantial pieces</li> <li>• Sustain, develop and extend</li> <li>• Confidence with notation</li> <li>• Rehearse</li> </ul> <p>...WITH SOME MENTORING/FEEDBACK</p>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Know binary, ternary &amp; rondo structures/forms</li> <li>• Describe music using musical words</li> <li>• Suggest some improvements</li> <li>• Say how intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Understand/recognise simple staff notation</li> <li>• Know/recognise simple scales/keys (C, G, Am, Em)</li> <li>• Know/recognise simple devices</li> <li>• Compare features/pieces</li> <li>• Constantly refine &amp; improve</li> <li>• Know some ways music has</li> </ul>	<ul style="list-style-type: none"> <li>• Know different genres/styles</li> <li>• Know some situations for creating, performing &amp; hearing music (&amp; how these affect the music/audience)</li> <li>• Know/recognise more scales/keys (D, F, Bm, Dm)</li> </ul>	<p><i>Make critical judgements about own and others' music using a musical vocabulary</i></p> <ul style="list-style-type: none"> <li>• Critical judgements about the use of musical conventions &amp; other characteristics</li> <li>• Know about distinctive devices established across</li> </ul>

	<p>have been achieved</p> <p>Know some significant names in music</p>	<p>been used across times/cultures</p> <ul style="list-style-type: none"> <li>Know some significant names in music &amp; some of their works</li> <li>Describe musical features using a simple musical vocabulary</li> <li>Make improvements to work</li> <li>Offer some justification of opinions expressed</li> </ul>	<ul style="list-style-type: none"> <li>Know some significant names in music, some of their works &amp; impact</li> </ul>	<p>time/place/styles/genres/ traditions</p> <p>Know/recognise more scales/keys (A, Bb, F#m, Gm)</p> <ul style="list-style-type: none"> <li>Know some significant names in music &amp; analyse/know key works with some depth/detail</li> </ul>
<b>Performing</b>	<ul style="list-style-type: none"> <li>Sing in tune</li> <li>Play in time</li> <li>Simple parts</li> <li>Simple notations/score</li> <li>Play with a group ...</li> <li>... against other parts</li> </ul>	<ul style="list-style-type: none"> <li>Sing and/or play music with some fluency and control</li> <li>In time without help</li> <li>Confident</li> <li>Significant part</li> <li>Use memory &amp; notations</li> <li>Lead others</li> </ul>	<ul style="list-style-type: none"> <li>Use tempo, dynamics, phrasing &amp; timbre expressively</li> <li>Subtly adjust to fit own part with the ensemble</li> <li>Accurate in the more straightforward passages</li> <li>Fluent and in tune in sections, even if other passages are affected by errors</li> <li>Basic awareness of style with a few attempts to shape the music through articulation, phrasing and dynamic contrast</li> </ul>	<ul style="list-style-type: none"> <li>Use notations confidently</li> <li>Perform in a range of different styles</li> <li>Make significant contribution to ensembles</li> <li>Engage in the rehearsal process</li> <li>Sing/play with control</li> <li>Make expressive use of phrase and dynamics appropriate to the style and mood of the music</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Improvise short melodic/rhythmic ideas ...</li> <li>... and finalise them</li> <li>Use simple musical structures</li> </ul>	<ul style="list-style-type: none"> <li>Show some ability to organise musical ideas</li> <li>Use appropriate resources in response to a brief</li> <li>Improvise &amp; shape melodic &amp; rhythmic ideas</li> <li>Use given structures (such as the 12 Bar Blues)</li> </ul>	<ul style="list-style-type: none"> <li>Use tempo, dynamics, phrasing &amp; timbre expressively</li> <li>Use different genres/styles</li> <li>Choose appropriate devices &amp; techniques to good (intended) effect</li> <li>Longer, more substantial</li> </ul>	<ul style="list-style-type: none"> <li>Create coherent compositions in a range of styles</li> <li>Develop &amp; extend musical ideas</li> <li>Confidently use notations</li> <li>Constantly improvise, adapt, develop &amp; discard musical ideas to improve.</li> <li>Develop musical ideas</li> <li>Use conventions</li> </ul>

		<ul style="list-style-type: none"><li>• Make music for different occasions</li><li>• Use chords (major/minor/simple keys)</li><li>• Add simple harmony/accompaniment to melody</li><li>• Notate</li><li>• Use musical devices appropriately</li></ul>	<p>pieces</p> <ul style="list-style-type: none"><li>• Sustain &amp; develop musical ideas</li><li>• Use relevant notations to plan, revise &amp; refine ideas</li></ul>	<ul style="list-style-type: none"><li>• Explore the potential of musical structures and resources</li><li>• Use ideas from the relevant Area of Study</li><li>• Fulfil a brief</li></ul>
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