

Year 7 Music

Programme Music	Knowledge, Skills, Understanding
Higher	<p>Create To combine a wide range of different timbres to convey images/mood and develop musical motifs to present images in different ways. To create clear contrasting melodies that accurately represent the poem through the use of major and minor tonalities and choosing appropriate chord progressions to accompany repetitive melodic lines. The composition is likely to be more extended. Have an ability to work comfortably within a group, possibly displaying leadership, and be central to the creation of a well-structured piece.</p> <p>Perform Be able to deliver a confident and accurate interpretation of the poem and be able to react appropriately to other performers. Be able to display good communication skills within the group, resulting in a fluent and well-interpreted performance of the score.</p> <p>Evaluate Can regularly evaluate, refine and improve your score/piece during the creative process and suggest improvements Can use musical vocabulary to recognise and explain their strengths and areas for improvement when reviewing final performance</p>
Intermediate	<p>Create To be able to use different timbres expressively with clear attention to contrasting sections conveying a clear representation of the poem. To combine a range of instrumental sounds including xylophones and keyboards, exploring how to create contrasting melodies through the use of major and minor tonalities and choosing appropriate chords to accompany melodic lines. To be able to work co-operatively within a group and be a part of the creation of a well-structured piece.</p> <p>Perform To be able to deliver an appropriate musical representation of the poem 'Dance Macabre'. To be able to maintain my own part in response to a set pulse resulting in a secure performance of the piece. To display good communication skills within the group, resulting in a solid performance and musical interpretation of the poem.</p> <p>Evaluate Can regularly evaluate and improve the score/piece during the creative process finding ways to improve. Can recognise, with some musical explanation their strengths and areas for improvement when reviewing final performance.</p>
Foundation	<p>Create To be able to use different timbres with some awareness of musical representation in response to a given stimulus. To be able to explore major and minor tonalities and the effect that this has on music. To be able to work within a group to combine compositional ideas and shape a piece of music in relation to the poem 'Dance Macabre'.</p> <p>Perform To be able to deliver a group performance of a piece of programme music depicting the words of a poem. To be able to respond to a steady pulse in performance using xylophones and unpitched percussion and be able to keep in time with others. Show an ability to communicate mood within a group setting through the use of elements such as texture and dynamics.</p> <p>Evaluate</p>

	Can evaluate and refine your score/piece during the creative process and respond to improvements. Can recognise their strengths and areas for improvement when reviewing final performance.
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NB: direct command = knowledge, 'can'= understanding, 'able to'=skills