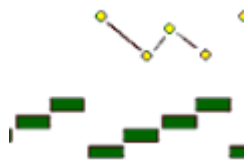
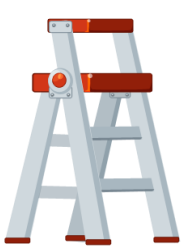
# Year 7 Autumn: The Elements of Music

| Percentage | I can … | Prove it! | |
|---|---|---|---|
| | | **Performing & Composing** | **Listening & Notating** |
| 80% | **Experiment with vocal and instrumental sounds in creative ways and explore new techniques**<br><br>**Lead an independent part in a vocal group** | Play a leadership role in performance (e.g. counting in and directing changes of dynamics or tempo)<br><br>Compose an extended piece for keyboard and voice (based on a haunted house image, fully exploiting the musical elements (melody, instrumentation, dynamics, harmony, rhythm and tempo, texture and structure) | Create and follow a graphic score which represents each of the musical elements clearly<br><br>  <br><br>Discriminate between more un-common instruments and musical techniques and use musical vocabulary to justify decisions<br><br>e.g. double bass, electric guitar |
| 72% | **Use voice, sounds and instruments in creative ways**<br><br>**Critique others' performances, offering specific comments and justifying these** | Select and apply at least 4 musical elements in haunted house composition for keyboard and voice e.g. melody, tempo, structure and dynamics and use these imaginatively to depict an image (e.g. using a slow tempo to depict entering the haunted house)<br><br>Make some leadership decisions during rehearsal time regarding sounds, tempo and structure<br><br>Perform a harmony part in a vocal performance | Create and follow a graphic score which clearly represents some of the musical elements<br><br>Follow a rhythm grid that uses high and low sounds<br><br>Contrast different instruments given in listening examples and analyse music using appropriate musical vocabulary. Identify subtle changes in elements (e.g. pitch gradually gets lower) |
| 60% | **Maintain an independent part in a vocal group**<br><br>**Musically demonstrate increased understanding of musical elements** | Create and perform a song in a small vocal group that has a beginning, middle and an end<br><br>Select my own part to sing and perform this independently (melody or rhythm part) | Follow and write basic notation (grids) to recognise and show simple rhythmic and pitch rhythm and pitch<br><br>**1** \| **2** \| **3** \| **4**<br>X \| \| XX \| |



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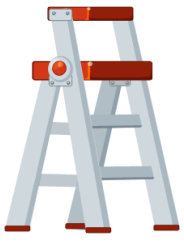
|---|---|---|---|
| | | **Performing & Composing** | **Listening & Notating** |
| 48% | **Apply knowledge of musical elements and vocal skills learned to a small group performance**<br><br>**Sing broadly in tune** | Apply knowledge of musical elements and vocal skills learned to a small group performance<br><br>Sing broadly in tune | Identify simple changes in musical elements (e.g. a very low note followed by a very high note is a change in pitch) and know which element each change relates to |
| 36% | **Comment on and respond to recordings of voice, sounds, musical instruments etc.** | Maintain a melodic part in a vocal group with help from others | Confidently identify all musical elements and a range of instruments through listening |
| 24% | **Listen to ideas from others, taking turns as appropriate e.g. body percussion and beatboxing**<br><br>**Name the 6 musical elements and identify them in listening** | Have a go at developing my own 4-beat beatboxing and body percussion rhythms through call and response with some accuracy | Attempt to identify the simpler musical elements through listening (e.g. loud and soft sounds relate to dynamics) |
| 12% | **Identify some musical elements**<br><br>**Maintain an un-tuned part in a vocal performance with help** | Take part in whole-class rhythm, melody and texture workshops through repeating | State some simple key words relating to the scheme of learning on musical elements:<br><br>Lyrics<br>Dynamics<br>Tempo<br>Vocals<br>Body percussion |



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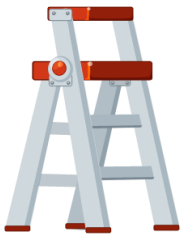
## Key Words:

A Cappella
Beatbox
Melody
Rhythm
Texture (layers)
Dynamics
Harmony
Structure
Performance
Mashup
Vocals
Lyrics
Body Percussion
Pitch
Bass
Ensemble
Graphic Score
Keyboard
Tempo
Mood
Crescendo
Diminuendo