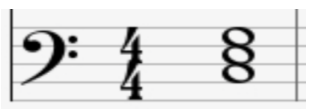
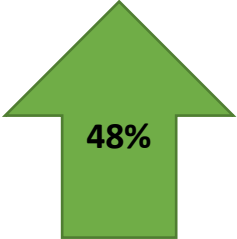

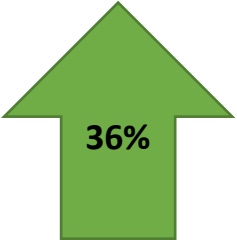
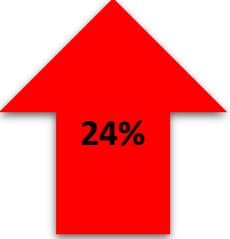
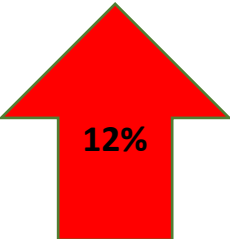
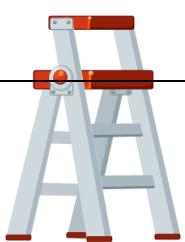


| Percentage | I can ... | Prove it! | |
|------------|---|--|--|
| | | Performing & Composing | Listening & Notating |
| | <p>Experiment with the voice/ instruments in interesting and exciting ways and to explore new techniques</p> <p>Develop instrumental skills on a range of instruments that show promise and a sense of intuition</p> <p>Lead an ensemble</p> | <p>Confidently play as part of a popular song in a band, taking a leadership role and counting my group in</p> <p>Make decisions relating to the structure of performance that contribute to creating a contrast between different sections (verse/chorus etc.)</p> <p>Help others with developing their instrumental skills</p> | <p>Listen to changes in a piece of music.</p> <p>Listen to this track:</p> <p>https://www.youtube.com/watch?v=k9QNII2nHFI&list=PLDmr0Hq7XiftGbn2mXFASh8Ra28YyymRm</p> <p>Describe</p> <p>a) What has happened to the original version</p> <p>b) Which musical element has been affected?</p> |
| | <p>Maintain a strong sense of pulse independently and recognise when going out of time.</p> <p>Listen to and evaluate a range of music. Share music and be willing to justify these.</p> | <p>Fluently and accurately play my part (bass/guitar/vocals/keys) and experiment with rhythmic patterns and performing techniques (e.g. strumming or developing a bass line)</p> <p>Make a positive contribution to the rehearsals in my group. I can listen actively and make some suggestions about the performance</p> | <p>Listen to this piece of music: https://www.youtube.com/watch?v=Bu4itYpcIFc</p> <p>Describe the...</p> <ul style="list-style-type: none"> • Instrumentation • Texture at the start • Structure |
| | <p>Develop more fluent instrumental skills & a sense of pulse</p> <p>Create simple rhythmic patterns, develop playing of chords</p> | <p>Play my part (bass/guitar/vocals/keys) with some accuracy and fluency all the way through and follow structure confidently. Hesitations I make do not have an effect on the overall group performance.</p> <p>I am aware of the audience when I perform</p> | <p>Accurately read the notes of the <i>Bass Clef</i> using the Green Buses Drive Fast Always (lines) and All Cows Eat Grass (spaces) method</p> <p>Identify the three notes in this chord:</p>  |

| Percentage | I can ... | Prove it! | |
|--|---|---|--|
| | | Performing & Composing | Listening & Notating |
|  <p>48%</p> | <p>Sing in tune and perform with a good sense of pulse and rhythm.</p> | <p>Maintain an independent part in a performance of a popular song (drums/guitar/vocals/bass/keyboard) keeping a steady pulse throughout</p> | <p>Accurately read the notes of the <i>Treble Clef</i> using the Every Green Bus Drives Fast (lines) and F - A - C - E (spaces) method</p> <p>Identify these notes:</p>  <p>Are these notes high or low in pitch?</p> |
|  <p>36%</p> | <p>Develop basic instrumental skills on one instrument.</p> <p>Sing in tune within a limited pitch range</p> | <p>Maintain a part in a performance of a popular song (drums/guitar/vocals/bass/keyboard). Sometimes I am out of time and the mistakes I make can interrupt the flow of the group's performance</p> | <p>What aspects of music do the following words describe? e.g. Structure = layout</p> <ol style="list-style-type: none"> 1. Melody 2. Timbre 3. Texture 4. Rhythm |
|  <p>24%</p> | <p>Show awareness of an audience when performing</p> <p>Keep a steady pulse with help</p> | <p>Maintain an independent part in a class performance of a popular song (drums/guitar/vocals/bass/keyboard) with help</p> | <p>Which instrument is playing in each extract?</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=cIOKeU1dv7I 2. https://www.youtube.com/watch?v=nnq3ZW6OyTI 3. https://www.youtube.com/watch?v=17XIFsBT07o <p>Name 3 types of musical ensemble</p> |
|  <p>12%</p> | <p>Comment on and respond to recordings and live performances</p> <p>Enjoy singing, playing and changing sounds</p> | <p>Enjoy singing as part of a whole-class performance of a popular song. Respond to call and response body percussion patterns</p> | <p>Define....</p> <ol style="list-style-type: none"> 1. Chord 2. Riff 3. Bass Line 4. Intro 5. Link |



Key Words:

Rhythm

Texture

Timbre

Layers

Solo

Verse

Chorus

Intro

Outro

Beat

Rest

Chord

Riff

Bass Line

Electric Guitar

Bass Guitar

Drum Kit

Vocals

Microphone

Catchy

Timing

Fluency

Syncopation

Major

Minor

Band

