

Subject: Music**Year: Seven****Knowledge and Understanding**

By the end of year seven students will be able to:

- Sing in an ensemble with up to four parts
- Sing using good vocal technique
- Fluently read the notes of the treble clef
- Perform a melodic line independently of other players
- Perform from notation
- Know the names and beats of basic rhythms
- Have a basic knowledge of structure
- Respond to new forms of notation
- Have an understanding of Indian Music
- Understand the history of notation

Subject Specific Skills developed

- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
- Rudimentary keyboard and instrumental skills
- Sonic manipulation using IT
- Recording and evaluating of work

Transdisciplinary and Generic Skills developed

- Being an inquirer – being able to look at notation, and deduce patterns, structure and meaning
- Being a communicator – being able to understand and express music confidently and creatively
- Being open-minded – understanding that Music is a language through which, with knowledge and practice, they can learn to communicate and express themselves
- Being a risk-taker – being willing to make mistakes as part of learning to communicate and express through Music
- Being reflective – being able to assess and understand their strengths and limitations in order to support their learning and personal development as a Musician

Assessment

- Informal, formative assessment is inherent in all activities. Teachers and students reflect on progress made and next steps in learning. Self and peer assessment is common and is encouraged at every step.
- Formal assessment is completed regularly. Students are assessed on the success of performances, compositions, use of Music IT and acquisition of new knowledge against known criteria.

Subject: Music

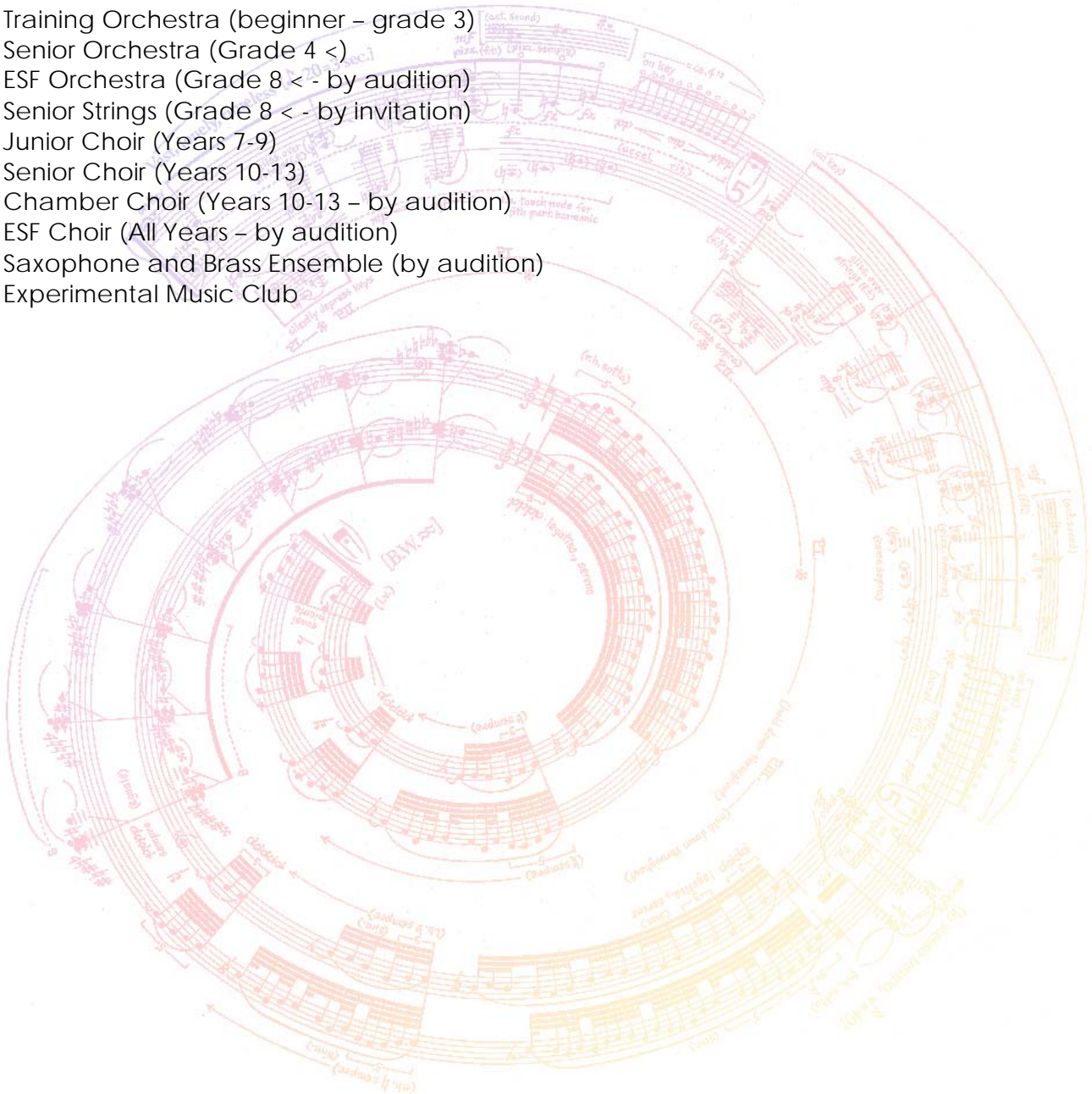
Year: Seven

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities.

To support the work that goes on in the classroom, and to provide opportunity, extension, and further enjoyment there is a wealth of extra-curricular Music at Island School:

- Junior Orchestra
- Training Orchestra (beginner – grade 3)
- Senior Orchestra (Grade 4 <)
- ESF Orchestra (Grade 8 < - by audition)
- Senior Strings (Grade 8 < - by invitation)
- Junior Choir (Years 7-9)
- Senior Choir (Years 10-13)
- Chamber Choir (Years 10-13 – by audition)
- ESF Choir (All Years – by audition)
- Saxophone and Brass Ensemble (by audition)
- Experimental Music Club



Subject: Music**Year: Eight****Knowledge and Understanding**

By the end of year eight students will be able to:

- Understand primary chord structures
- Perform as part of an instrumental and vocal ensemble
- Arrange a piece of Music for a small ensemble
- Aurally differentiate between simple and compound time
- Perform in simple and compound time
- Understand Ternary Form as a compositional structure
- Understand the role of film in Music
- Be able to score a composition using graphic notation
- Debate the value of graphic and conventional notation
- Perform the chords of the 12-bar blues
- Improvise over the 12-bar blues using the blues scale

Subject Specific Skills developed

- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
- Rudimentary keyboard and instrumental skills
- Sonic manipulation using IT
- Recording and evaluating of work

Transdisciplinary and Generic Skills developed

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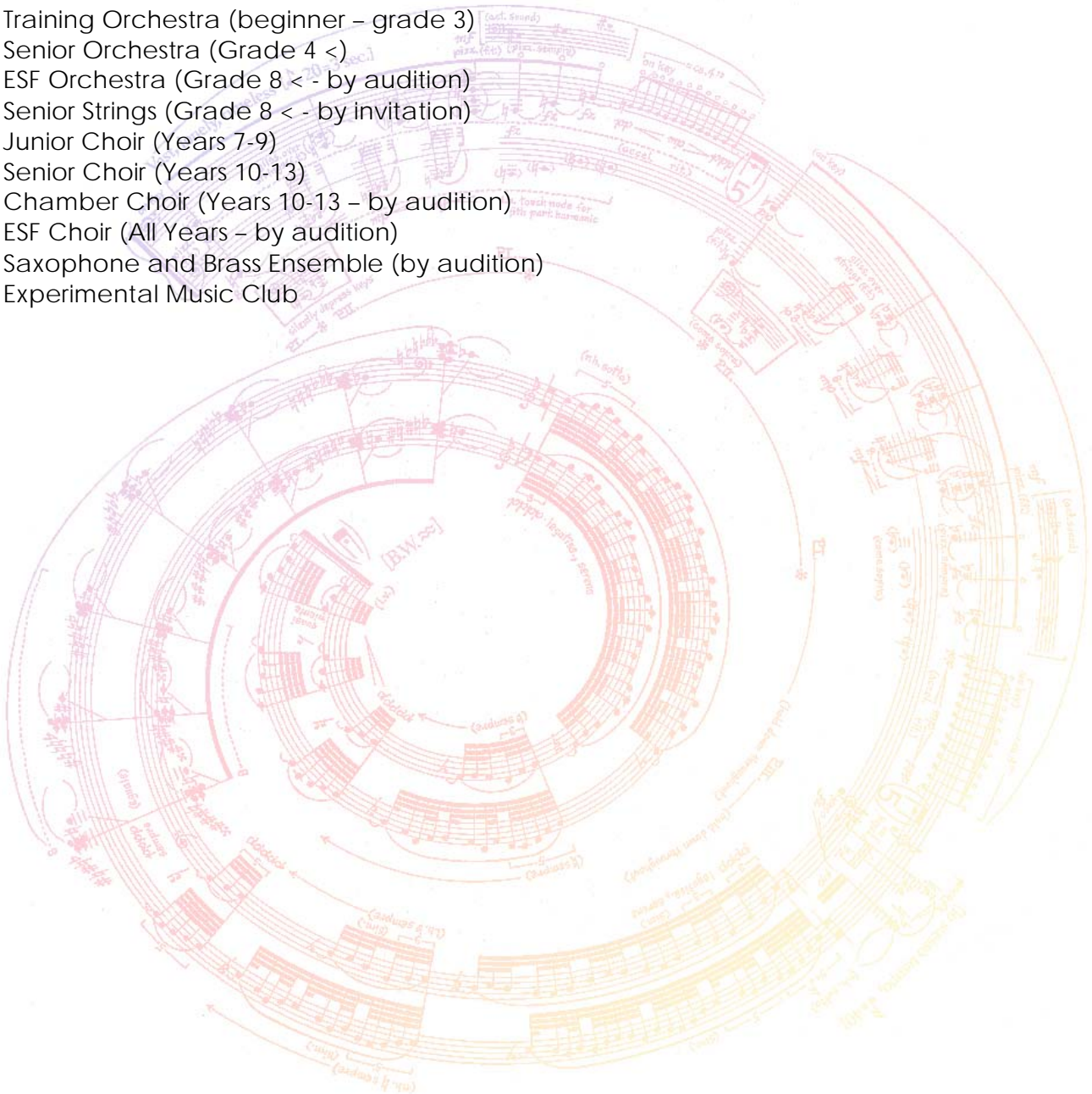
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Subject: Music**Year: Nine****Knowledge and Understanding**

By the end of year nine students will be able to:

- Write major and minor chords
- Understand Canon and Fanfare
- Understand better the role of IT in the creative process
- Have a basic understanding of Ground Bass and Variation Form
- Understand Ternary Form as a compositional structure
- Understand aspects of structural contrast
- Understand atonality
- Understand the connection between Mathematics and Music
- Understand Chromaticism
- Understand manipulation in Music
- Arrange a piece for a mixed ensemble

Subject Specific Skills developed

- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
- Rudimentary keyboard and instrumental skills
- Sonic manipulation using IT
- Recording and evaluating of work

Transdisciplinary and Generic Skills developed

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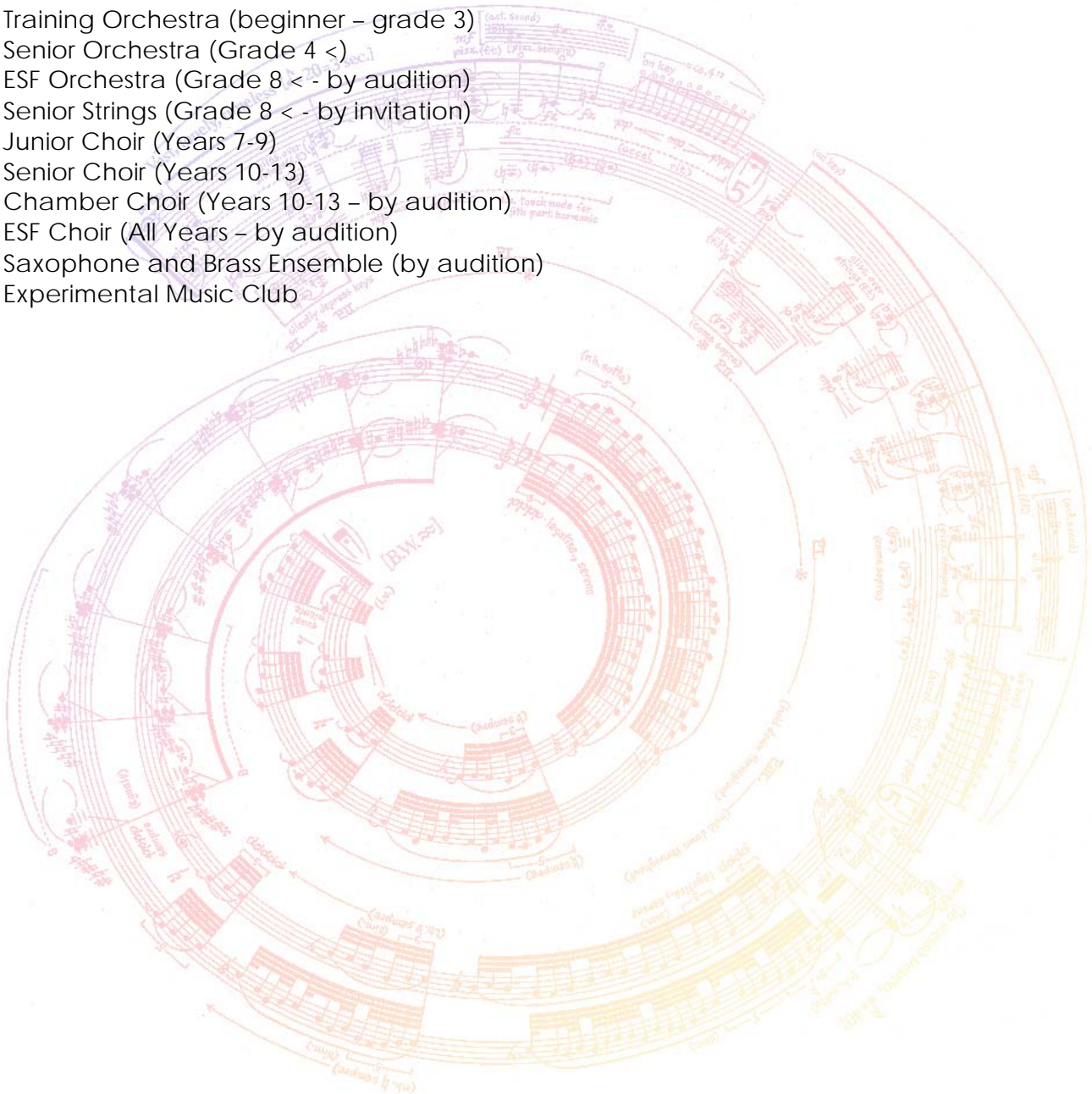
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Subject: Music**Years: Ten & Eleven****Knowledge and Understanding**

By the end of year eleven students will be able to:

- Confidently perform a solo piece on their first instrument with confidence and conviction
- Confidently perform an independent line within an ensemble
- Confidently and competently perform as part of an ensemble displaying an awareness of balance and tempo
- Compose within a number of styles, understanding the influences and rules of each genre
- Confidently use Music IT to aid their creative process
- Be able to aurally differentiate different genres, styles, period, instruments and influences.
- Be able to aurally differentiate instruments, time signatures and structures
- Subject Specific Skills developed
- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
- Rudimentary keyboard and instrumental skills
- Sonic manipulation using IT
- Recording and evaluating of work

Subject Specific Skills developed

- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
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Subject: Music**Years: Ten & Eleven****Assessment**

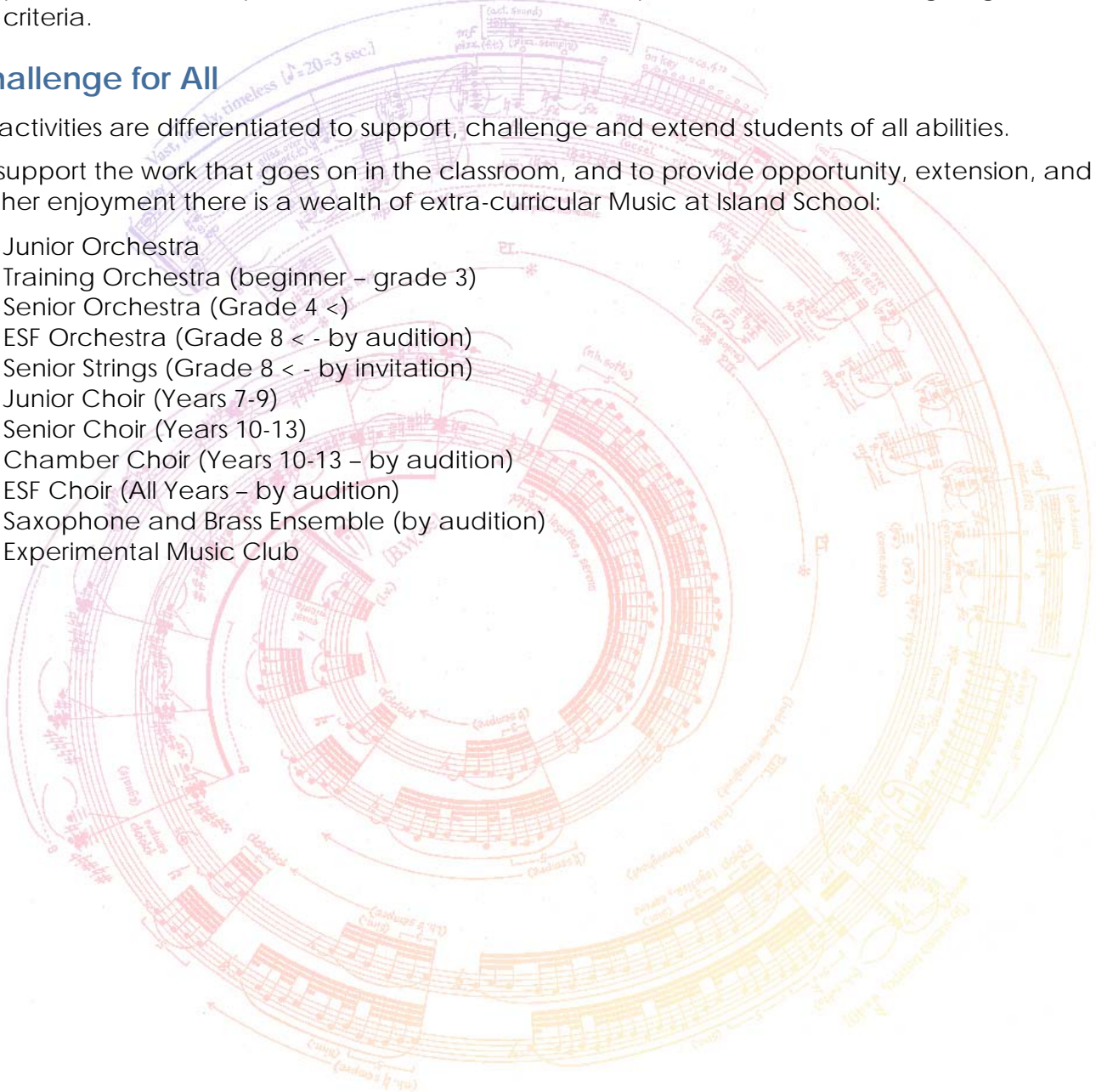
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Subject: Music**Years: Twelve & Thirteen****Knowledge and Understanding**

By the end of year thirteen students will be able to:

- Confidently perform a portfolio of solo pieces on their first instrument with confidence and conviction
- Confidently perform an independent line within an ensemble
- Confidently and competently perform as part of an ensemble displaying an awareness of balance and tempo
- Express and convey their Musical preferences and passions
- Express their Musical voice with confidence, enthusiasm and conviction
- Compose within a number of styles, understanding the influences and rules of each genre
- Express their compositional voice through an extensive and varied portfolio
- Confidently and competently use Music IT to aid their creative process
- Be able to aurally differentiate different genres, styles, period, instruments and influences.
- Be able to aurally differentiate instruments, time signatures and structures
- Take a leadership role within an ensemble
- Subject Specific Skills developed
- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
- Rudimentary keyboard and instrumental skills
- Sonic manipulation using IT
- Recording and evaluating of work

Subject Specific Skills developed

- Ensemble performance
- Solo performance
- Listening
- Composition
- Improvisation
- Music theory
- Music IT skills
- Rudimentary keyboard and instrumental skills
- Sonic manipulation using IT
- Recording and evaluating of work

Subject: Music

Years: Twelve & Thirteen

Transdisciplinary and Generic Skills developed

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