

Cycle 3

7 to 9	<input type="checkbox"/> I can explain the use of key features in Indian classical music and Bhangra focusing on the following areas: <i>instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation.</i> <input type="checkbox"/> I can explain the use of key features in Greek, Palestinian and Israeli music focusing on the following areas: <i>instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation.</i> <input type="checkbox"/> I can explain the cultural context and factors that formed the origins for each genre <input type="checkbox"/> I can explain how each genre has been developed and impacted by the use of new musical technologies <input type="checkbox"/> I can explain the relationship between groups and performers and how they work together to write, record and perform music in each genre.
6	<input type="checkbox"/> I can describe the key features of Indian classical music and Bhangra focusing on the following areas: <i>instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation.</i> <input type="checkbox"/> I can describe the key features of Greek, Palestinian and Israeli music focusing on the following areas: <i>instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation.</i> <input type="checkbox"/> I can describe the cultural context and factors that formed the origins of each genre <input type="checkbox"/> I can describe the use of musical technology that occurs for each genre <input type="checkbox"/> I can describe the ways in which performers work together to create and perform music for each style
5	<input type="checkbox"/> I can recognise Indian classical music and Bhangra by listening <input type="checkbox"/> I can recognise Greek, Palestinian and Israeli music by listening <input type="checkbox"/> I can name the place of origin for each genre and purpose of performance for each genre <input type="checkbox"/> I can name any music technology devices that are found in the writing, recording or performing of music in each genre <input type="checkbox"/> I can name at least 2 artists/groups that write and perform music in each style

GCSE Music: <u>Rhythms of the World Part 1</u>						
Name: Class:.....						
What Went Well (WWW)	Homework Rehearse chosen piece (on-going) Exam Question from booklet					
Even Better If (EBI)	End of cycle assessment – <u><i>Performance of individual pieces</i></u> <u><i>Listening paper on all four Concerto styles</i></u>					
Teacher Assessed Grade Please circle						
<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="background-color: #008000; color: white; padding: 5px; text-align: center;">SAE</td> <td style="background-color: #00FF00; color: white; padding: 5px; text-align: center;">AE</td> <td style="background-color: #90EE90; color: white; padding: 5px; text-align: center;">E</td> <td style="background-color: #FFD700; color: white; padding: 5px; text-align: center;">BE</td> <td style="background-color: #FF0000; color: white; padding: 5px; text-align: center;">SBE</td> </tr> </table>		SAE	AE	E	BE	SBE
SAE	AE	E	BE	SBE		
My GCSE target grade is	Assessment Grade					
Suggested reading 1) Revision Guide						

Key Words / vocabulary.

Notation, Crotchet, Quaver, Minim, Semi-Quaver, Semi-Breve, Transcribe, Treble and Bass Clef, Scale, Major and Minor Keys, Rehearsal, tones, Semi-tones, Dynamics, Tempo, Texture, Melody/Harmony and rhythm, monophonic, Homophonic, Heterophonic, Polyphonic, adagio-andante-allegro, Cadenza, Concerto,