

## Cycle 4

7 to 9	<input type="checkbox"/> I can explain the use of key features in African music, focusing on the following areas: instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation. <input type="checkbox"/> I can explain the use of key features in Central + South American music focusing on the following areas: instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation. <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 African music focusing on the following areas: instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation. <input type="checkbox"/> I can describe the key features of Central + South American music focusing on the following areas: instruments and timbre, pitch and melody, rhythm and metre, tempo, dynamics, expression and articulation, texture, structure and phrasing, harmony and tonality, repetition, ostinato, Ornamentation. <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 African music by listening, naming its basic characteristics <input type="checkbox"/> I can recognise Central + South American music by listening, naming its basic characteristics <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

<b>Music Year 10: GCSE <u>Rhythms of the World Part 2</u></b>						
Name: ..... Class:.....						
<b>What Went Well (WWW)</b>	<b>Homework</b>  <b>Rehearse chosen piece (on-going)</b>  <b>Exam Question from booklet</b>					
<b>Even Better If (EBI)</b>	End of cycle assessment –  <u><i>Performance of individual pieces</i></u>  <u><i>Listening paper on all four Concerto styles</i></u>					
<b>Teacher Assessed Grade</b> 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: black; 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		
<b>My GCSE target grade is</b>	<b>Assessment Grade</b>					
<b><u>Suggested reading</u></b> 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,

