

Cycle 2

7 to 9	<ul style="list-style-type: none"> <input type="checkbox"/> I can recognise the use of key terminology: dynamics (piano to forte) (crescendo/Diminuendo), Tempo (adagio-andante-allegro), Texture (phonics), Melody and Harmony & Rhythm in a piece and explain and evaluate their use in a piece of film music used to set/depict a scene. <input type="checkbox"/> I can rehearse and perform a piece of a grade 3 standard with confidence and accuracy <input type="checkbox"/> I can write a detailed analysis of your performance concentrating on how to improve your own work and the next steps you need to take in your practical rehearsal
6	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the meaning of the new terminology - Dynamics (piano to forte) (crescendo/Diminuendo), Tempo (adagio-andante-allegro), Texture (phonics), Melody and Harmony & Rhythm <input type="checkbox"/> I can write a written explanation using the correct terminology about a piece of film music commenting on why the composer might of used certain musical features and characteristics to set a scene/mood <input type="checkbox"/> I can rehearse and perform piece of a grade 2 standard with confidence and accuracy <input type="checkbox"/> I can write a detailed evaluation of the performance highlighting areas of success and difficulty and how you overcame the difficult areas.
5	<ul style="list-style-type: none"> <input type="checkbox"/> I can define the following terms: Dynamics (piano to forte) (crescendo/Diminuendo), Tempo (adagio-andante-allegro), Texture (phonics), Melody and Harmony & Rhythm <input type="checkbox"/> I can write a description using the correct terminology of how a piece of film music portrays a set scene <input type="checkbox"/> I can rehearse and perform with confidence a basic (grade 1 standard) piece on my chosen instrument <input type="checkbox"/> I can write a basic evaluation commenting on strength and weaknesses of your performance <input type="checkbox"/> On your chosen instrument select, rehearse and perform a piece that challenges your abilities (G1)

Music Year 9: GCSE Theory and Performance						
Name: Class.....						
What Went Well (WWW)	Homework Rehearse Piece + Essay on the compositional tools used and the reasons for them in the Star Wars Theme					
Even Better If (EBI)	End of cycle assessment – <i><u>Individual performance on your chosen instrument to the class</u></i> <i><u>Exam paper based on the theoretical topics studied</u></i>					
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: 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		
My GCSE target grade is	Suggested reading 1) Revision Guide					
Assessment Grade						

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

