

## Highfield Middle School Music Department: Knowledge and Skills Tracker

	Performing	Composing	Appraising
<u>Year 5</u>	<ul style="list-style-type: none"> <li>Sing in unison</li> <li>Chant simple songs</li> <li>Sing in a round</li> <li>Play simple melodies on Chime Bars and clarinet.</li> </ul>	<ul style="list-style-type: none"> <li>Compose simple rhythms in a grid</li> <li>Compose call and response with limited notes</li> <li>Improvise clapping rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Describe pitch in terms of high and low</li> <li>Use rhythmic notation from quavers to semibreves</li> <li>Notate music in a grid</li> <li>Use Italian terms for dynamics</li> <li>Use Italian terms for tempo</li> </ul>
<u>Year 6</u>	<ul style="list-style-type: none"> <li>Sing in parts</li> <li>Play simple melodies on the keyboard</li> <li>Play from treble clef notation</li> <li>Improvise within a style.</li> </ul>	<ul style="list-style-type: none"> <li>Create a leitmotif for a character</li> <li>Include dynamics and tempo in compositions</li> <li>Compose on a grid with pitches</li> <li>Use technology to compose</li> <li>Create graphic scores</li> </ul>	<ul style="list-style-type: none"> <li>Use the treble stave and read 2 ledger lines above and below the stave</li> <li>Interpret a graphic score</li> <li>Use 2/4, 3/4 and 4/4 time signatures</li> <li>Locate notes on the keyboard</li> <li>Understand the use of sharps and flats</li> <li>Identify Chinese Musical instruments</li> <li>Be able to talk about timbre, structure and texture of different styles of Music.</li> </ul>
<u>Year 7</u>	<ul style="list-style-type: none"> <li>Play simple melodies on a keyboard using a treble clef</li> <li>Play in groups, in parts</li> <li>Play simple polyrhythms</li> <li>Play syncopated rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Create a leitmotif for a character showing a sense of style and timbre</li> <li>Write a melody and notate it on a stave</li> <li>Think about structure, dynamics, and tempo in compositions</li> <li>Improvise within a style</li> </ul>	<ul style="list-style-type: none"> <li>Be able to read treble Clef and possibly the bass clef.</li> <li>Use rhythmic notation from quavers to semibreves, including rests</li> <li>Understand, use and read articulation such as slurs and staccato</li> <li>Recognise instruments</li> <li>Identify Baroque instruments</li> <li>Suggest a time, place and date for new music.</li> </ul>
<u>Year 8</u>	<ul style="list-style-type: none"> <li>Play with both hands on the keyboard</li> <li>Play using treble and bass clef notation.</li> <li>Play in parts</li> <li>Play polyrhythms</li> <li>Play syncopated rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Compose in a particular style on a stave with suggested bass notes</li> <li>Include structure, dynamics, tempo and timbre</li> <li>Be able to explain choices about structure, dynamics, tempo and timbre</li> <li>Improvise within a style</li> </ul>	<ul style="list-style-type: none"> <li>Use bass and treble clef</li> <li>Recognise classical orchestral instruments</li> <li>Use 2/4, 3/4, 4/4 and 6/8 time signatures</li> <li>Use rhythmic notation from semiquavers to semibreves including dotted notes and rests.</li> </ul>

**This is leading to developing the following knowledge and skills in Year 9.**

Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>Play more complicated music with both hands on the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Compose within a style on a stave with chords and possibly inversions</li> </ul>	<ul style="list-style-type: none"> <li>Use bass and treble clef</li> </ul>

<ul style="list-style-type: none"><li>• Play in parts, either in pairs or as part of a larger ensemble</li><li>• Play complex polyrhythms</li><li>• Play syncopated rhythms with a greater degree of accuracy</li></ul>	<ul style="list-style-type: none"><li>• Include structure, tempo, dynamics, timbre and articulation</li><li>• Be able to explain choices about the attributes of their chosen style.</li><li>• Be able to improvise fluently within a style.</li></ul>	<ul style="list-style-type: none"><li>• Recognise classical orchestral instruments and instrumental effects</li><li>• Use 2/4, 3/4, 4/4 and 6/8 time signatures</li><li>• Use rhythmic notation from semiquavers to semibreves including dotted notes, rests and triplets.</li></ul>
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