

Year 7

Performing Arts

Name:
Class:
Teacher:

Term	Attainment 8 Estimate	Current Flightpath	To progress further I need to...	Teacher Signature
6				



KS3 Assessment criteria in Performing Arts: MUSIC

Please find below assessment criteria that will be used to measure attainment in reports in music:

	Listening & Appraising	Performing	Composing
9	<ul style="list-style-type: none"> You can accurately identify more complex musical changes (shorter/longer note durations, changes in melodic shape/rhythm) and have a good knowledge of the musical elements. You can use adjectives and musical vocabulary to describe musical features and the basic effects they have on the listener. 	<ul style="list-style-type: none"> You can perform simple pieces (approx. grade 1/two parts/use of basic chords) with secure accuracy of pitch, intonation and rhythm. You can perform with an imaginative sense of artistic interpretation and idiomatic style suitable for simple pieces. 	<ul style="list-style-type: none"> You can create a melodic line that has a sense of shape (balanced, question and answer). You can compose pieces that show appropriate organisation and sequence within a recognisable structural framework. You can compose an accompaniment for a melodic part that demonstrates a good musical awareness (bass line using passing notes).
8	<ul style="list-style-type: none"> You can identify common musical changes (pitch, dynamics, tempo, texture) and accurately use musical vocabulary to describe them. You can use appropriate adjectives and some musical vocabulary to describe the mood and atmosphere of musical pieces. 	<ul style="list-style-type: none"> You can perform simple pieces (approx. grade 1/two parts/use of basic chords) with good accuracy of pitch, intonation and rhythm. You can perform with an appropriate sense of artistic interpretation and idiomatic style suitable for simple pieces. 	<ul style="list-style-type: none"> You can create an extended melody with a good sense of structure (beginning, middle and end). You can compose pieces that show appropriate organisation and sequence within a structural framework. You can compose an accompaniment for a melodic part that demonstrates a musical awareness (bass line using root, 3rd & 5th, rhythm using crotchets, quavers and semi-quavers).
7	<ul style="list-style-type: none"> You can identify some simple musical changes and use musical vocabulary to describe them (pitch, dynamics). You can use appropriate adjectives within a sentence to describe the mood and atmosphere of musical pieces. 	<ul style="list-style-type: none"> You can perform simple pieces (approx. grade 1/two parts/use of basic chords) with reasonable accuracy of pitch, intonation and rhythm. You can perform with a developing sense of artistic interpretation and idiomatic style suitable for simple pieces. 	<ul style="list-style-type: none"> You can create a melody with an appropriate sense of structure (beginning, middle and end). You can compose pieces that show organisation and sequence within a simple structural framework. You can compose a functional accompaniment for a melodic part (appropriate chords, rhythm and bass line).
6	<ul style="list-style-type: none"> You can accurately identify simple musical changes (loud/quiet, up/down) and can recognise and describe some simple musical terms. You can use adjectives within a sentence to describe the mood of musical pieces. 	<ul style="list-style-type: none"> You can perform very simple parts/pieces (single line melody) with secure accuracy of pitch and rhythm. You can perform with an imaginative sense of artistic interpretation and style suitable for very simple pieces. 	<ul style="list-style-type: none"> You can create a simple melody with a limited sense of structure (beginning and end). You can compose pieces that show organisation and sequence. You can compose an accompaniment for a melodic part that demonstrates a developing musical awareness (bass line using root notes, basic triads).
5	<ul style="list-style-type: none"> You can identify different sound sources (timbre), identify simple musical changes and can recognise some simple musical terms. You can use adjectives to describe the mood of musical pieces. 	<ul style="list-style-type: none"> You can perform very simple parts/pieces (single line melody) with good accuracy of pitch and rhythm. You can perform with an appropriate sense of artistic interpretation and style suitable for very simple pieces. 	<ul style="list-style-type: none"> You can create a simple melody using an extended range of notes. You can compose pieces that show simple organisation. You can compose a simple accompaniment for a melodic part (repeating simple bass line, additional simple melody).
4	<ul style="list-style-type: none"> You can recognise that music has different layers and sounds. You can identify appropriate words that describe the mood of musical pieces. 	<ul style="list-style-type: none"> You can perform very simple parts (single line melody) with some accuracy of pitch and rhythm. You can perform with a developing sense of artistic interpretation & style suitable for very simple pieces. 	<ul style="list-style-type: none"> You can create a simple melody using a limited range of notes. You can compose pieces that have a sense of organisation. You can compose a very simple accompaniment for a melodic part (rhythm using mainly crotchets and quavers, drone).

Unit 6: Ukuleles

Lesson 1

Date:

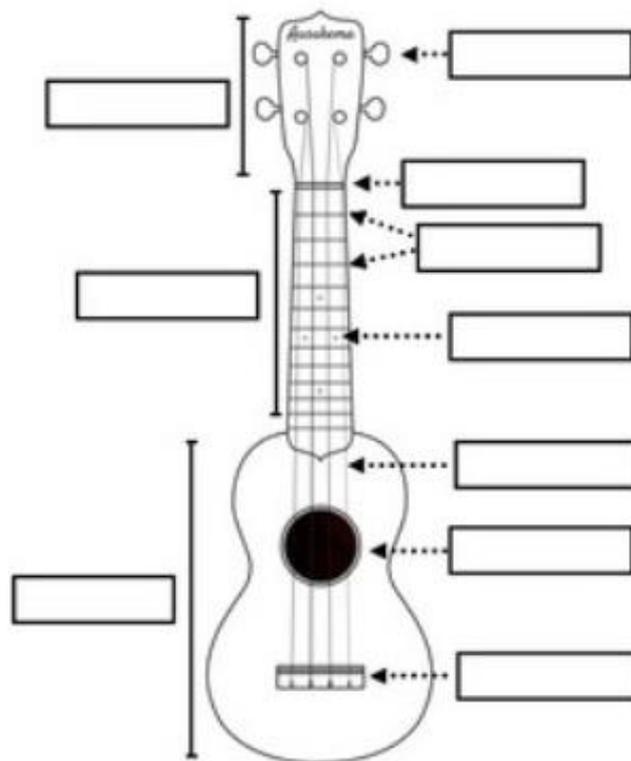
Learning Objectives

- ✓ I will learn how to play the ukulele through practical exploration
- ✓ I will understand chord diagrams
- ✓ I will be able to self-assess and peer assess a practical performance

Starter Activity: Part of the ukulele

Using the key words in the box below, label each section of the ukulele.

Head	Strings	Sound hole	Body	Tuning pegs
Frets	Nut	Octave marks	Neck	Bridge



Ukulele Strings

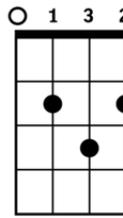
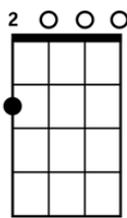
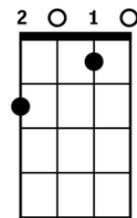
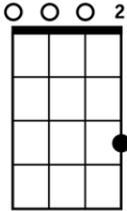
The note names for each of the string are:

- 1) _____ 2) _____ 3) _____ 4) _____

Make up your own phrase to remember the names of the strings

Ukulele Chords

When you play the ukulele, you will often play chords (multiple notes played at the same time) or melodies. You are going to learn four different chords today; C major, F major, A minor and G major. Once you can play these you can already play many different songs as lots of songs, especially pop songs just use these four chords.



Practical Task: Playing Chords

You will practice playing each of the four chords today and will learn several short pieces which feature these chords. You will need to practice finding each of them and then learn how to transition smoothly between each of the chords.

Practical Review

Evaluate your group's work using the PM/PF guide below, then tick the boxes that apply to your own practical task today.

Progress made (what did we do well?):

Progress further (what could we do to improve)?

Personal Performance Review

Tick the PM/PF boxes that apply to your own rehearsal and performance today.

PROGRESS MADE

- I performed fluently
- Successful ensemble collaboration
- I worked to the best of my ability

PROGRESS FURTHER & TASK

- I need to work on fluency when performing
- I need to work better in my ensemble
- I could have been more focused

Unit 6: Ukuleles

Lesson 2

Date:

Learning Objectives

- ✓ I will explore the work of a professional ukulele player
- ✓ I will understand strumming patterns
- ✓ I will be able to self-assess and peer assess a practical performance

Starter Activity: Ukulele Recap

What is a chord? _____

Which four chords did you learn last lesson? _____

What are the names of the four strings? _____

Famous musician: Jake Shimabukuro

Jake Shimabukuro is a ukulele-playing maestro and composer from Honolulu, Hawaii. The Japanese-American musician is best known for his fast and technically complex fingerstyle playing. He plays a range of different musical styles including blues, funk, rock, jazz, classical, bluegrass, flamenco, and folk. With a vast amount of musical styles, influence, and his incredible playing techniques, Jake has grown a large following over his musical career.

Listening Task

Listen to the piece performed by Jake Shimabukuro and answer the following questions.

1) How would you describe the tempo throughout the piece?

2) How would you describe the dynamics?

Strumming Patterns

Strumming patterns are used when playing a range of stringed instruments including the guitar, banjo, ukulele. The patterns indicate how you need to strum the instrument with a combination of downward and upward sweeps of the thumb or using a plectrum.

3 little birds...

Chorus:

C
 Don't worry about a thing
 F C
 'Cause every little thing is gonna be all right
 C
 Singin' don't worry about a thing,
 F C
 'Cause every little thing gonna be all right



Verse:

C
 Rise up this mornin'
 G
 Smiled with the risin' sun
 F
 Three little birds
 C
 By my doorstep
 C
 Singin' sweet songs
 G
 Of melodies pure and true
 F G C
 Sayin' this is my message to you-ou-ou

Strumming Pattern

↓	↓	↓	↓	D	D	D	D
↓	↓	↓	↓↑	D	D	D	DU
↓	↓↑	↓	↓↑	D	DU	D	DU
↓	↓↑	↓↑	↓↑	D	DU	DU	DU
↓↑	↓↑	↓↑	↓↑	DU	DU	DU	DU
↓	↓↑	↑	↓↑	D	DU	U	DU

Practical Task:

You are going to recap three of the chords that you learnt on the ukulele last lesson; C major, F major and G major. The first task for learning this song is to practice playing the chords in the correct order and to make sure that you can transition smoothly between them. Once you have managed to play the chords you can try playing them in the strumming pattern above. Remember D stands for downwards and U stands for upwards.

Extension Task – try singing the lyrics or the song whilst you play the chords at the same time.

Practical Review

Evaluate your group's work using the PM/PF guide below.

Progress made (what did we do well?):

Progress further (what could we do to improve)?

Unit 6: Ukuleles

Lesson 3

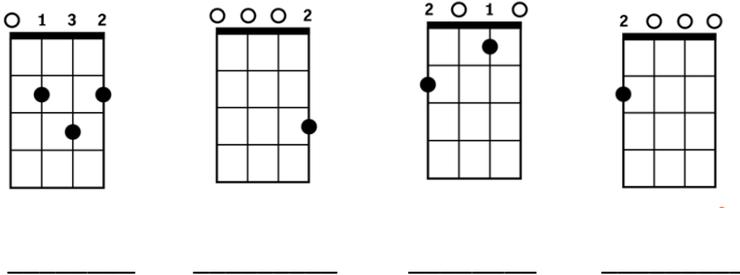
Date:

Learning Objectives

- ✓ I will be able to play a melody on the ukulele
- ✓ I will develop my understanding of music theory, particularly rhythmic values
- ✓ I will understand how to read tab and stave notation

Starter Activity: Matching Chords

Write the name of each chord that you have learnt so far this term underneath each of the chord charts.



Reading Music: Stave

Stave notation is written on a five-line stave, or staff, with notes in alphabetical order, from A to G. Every time you pass a G, the sequence of notes repeats, starting again with A.



Note names: C D E F G A B C D E F G A B C

Reading Music: Tab

Music tablature, or tab, is a simplified form of musical notation used for stringed instruments like the ukulele. Most people learn a new piece of music by reading tab or stave music notation, however some people choose to learn by ear. Unlike staff notation tabs show you exactly where to play the notes.

Rhythmic values

Draw the notes for each of the note lengths below.

Quaver (1/2 beat) –

Crotchet (1 beat) –

Minim (2 beats) –

Practical Task: Twinkle Twinkle Little Star

Easier Version

The easier version consists of four measures. The treble clef staff shows the melody: C4 (quarter), C4 (quarter), D4 (quarter), D4 (quarter), E4 (quarter), E4 (quarter), F4 (quarter), F4 (quarter), G4 (quarter), G4 (quarter), A4 (quarter), A4 (quarter), B4 (quarter), B4 (quarter), C5 (quarter). The guitar TAB staff shows the fretting: Measure 1: 0-0-0-0; Measure 2: 0-0; Measure 3: 1-1-0-0; Measure 4: 2-2-0.

Harder Version

The harder version consists of four measures. The treble clef staff shows the melody: C4 (quarter), C4 (quarter), D4 (quarter), D4 (quarter), E4 (quarter), E4 (quarter), F4 (quarter), F4 (quarter), G4 (quarter), G4 (quarter), A4 (quarter), A4 (quarter), B4 (quarter), B4 (quarter), C5 (quarter). The guitar TAB staff shows the fretting: Measure 1: 0-0-0-0; Measure 2: 0-0; Measure 3: 1-1-0-0; Measure 4: 2-2-0.

5

The harder version continues with four measures. The treble clef staff shows the melody: C5 (quarter), C5 (quarter), D5 (quarter), D5 (quarter), E5 (quarter), E5 (quarter), F5 (quarter), F5 (quarter), G5 (quarter), G5 (quarter), A5 (quarter), A5 (quarter), B5 (quarter), B5 (quarter), C6 (quarter). The guitar TAB staff shows the fretting: Measure 1: 1-1; Measure 2: 0-0-2; Measure 3: 1-1; Measure 4: 0-0-2.

9

The harder version concludes with four measures. The treble clef staff shows the melody: C4 (quarter), C4 (quarter), D4 (quarter), D4 (quarter), E4 (quarter), E4 (quarter), F4 (quarter), F4 (quarter), G4 (quarter), G4 (quarter), A4 (quarter), A4 (quarter), B4 (quarter), B4 (quarter), C5 (quarter). The guitar TAB staff shows the fretting: Measure 1: 0-0-0-0; Measure 2: 0-0; Measure 3: 1-1-0-0; Measure 4: 2-2-0.

Practical Review

Evaluate your group's work using the PM/PF guide below.

Progress made (what did we do well?):

Progress further (what could we do to improve)?

Unit 6: Ukuleles

Lesson 4

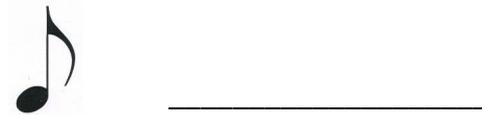
Date:

Learning Objectives

- ✓ I will develop my ensemble skills through rehearsing with my peers
- ✓ I will be able to perform either a melody or a chord pattern on the ukulele
- ✓ I will be able to analyse a piece of music using key musical terminology

Starter Activity: Rhythmic Values

Write down the name of each of the note values and how many beats it is worth next to each of the notes.



Listening Task

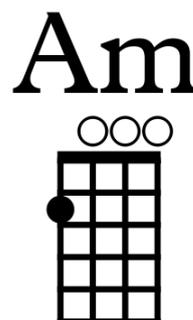
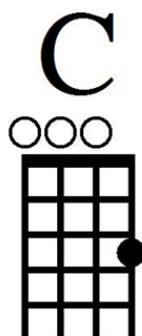
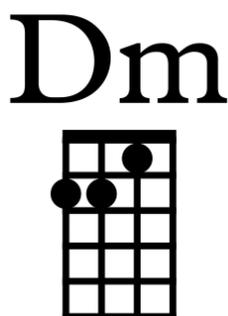
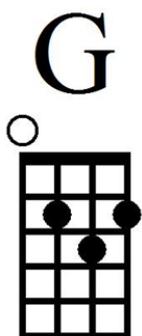
Listen to the original version of the song and then the cover version and write down the features of each song. Make sure you write about; instrumentation, tempo and dynamics.

Version 1:

Version 2:

Practical Task: Chords and Melody

You are going to be working on developing your ensemble skills by working as part of a pair or small group. Within your group you will need to have someone playing the melody and someone else playing the chords.



Moderately

Words and Music by
Patty and Mildred J. Hill

G D7 G

Hap - py birth - day to you. Hap - py birth - day to you. Hap - py

T 2 2 | 0 2 3 | 2 2 2 | 0 2 0 | 3 2 2

B

C Am G D7 G

birth - day dear * - - Hap - py birth - day to you.

T 5 2 | 3 2 0 | 3 3 2 | 3 0 3 | 3

B

Practical Review

Evaluate your group's work using the PM/PF guide below, then tick the boxes that apply to your own practical task today.

Progress made (what did we do well?):

Progress further (what could we do to improve)?

Personal Performance Review

Tick the PM/PF boxes that apply to your own rehearsal and performance today.

PROGRESS MADE

- I performed fluently
- Successful ensemble skills
- I worked to the best of my ability

PROGRESS FURTHER & TASK

- I need to work on fluency when performing
- I need to work better in my ensemble
- I could have been more focused

Unit 6: Ukuleles

Lesson 5

Date:

Learning Objectives

- ✓ I will be able to perform a chord pattern on the ukulele
- ✓ I will be able to analyse a piece of music using key terminology
- ✓ I will understand how to perform as part of an ensemble

Listening Activity

Listen to Israel Kamakawiwo'ole's version of Over the Rainbow/Wonderful World and answer the questions below.

1) What is the tempo of this music?

[1]

2) What instrument is accompanying the singer?

[1]

3) Where do you think this performance was recorded?

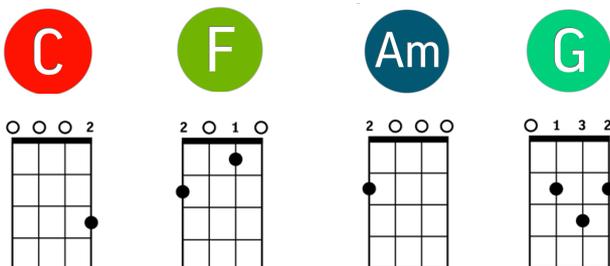
[1]

4) Which of these shows the strumming pattern used during the song? (Circle one answer)

- (i) ↓ ↓ ↓ ↓ ↑
- (ii) ↓ ↓ ↑ ↓ ↑
- (iii) ↓ ↓ ↑ ↓ ↑ ↓ ↑
- (iv) ↓ ↓ ↓ ↓

Practical Task: Chords and Melody

The song that you are going to be learning today is 'Can't Stop the Feeling' by Justin Timberlake. You will need to re-familiarise yourself with each of the four chords and then practice transitioning between them. Once you can play the chord pattern try singing the melody.



Justin Timberlake – Can't Stop the Feeling

I got this feeling inside my bones
It goes electric wavey when I turn it on
All through my city, all through my home
We're flying up, no ceiling, when we're in our zone

I got that sunshine in my pocket, got that good soul in my feet
I feel that hot blood in my body when it drops – ooh!
I can't take my eyes up off it, moving so phenomenally
Room on lock, the way we rock it, so don't stop

Nothing I can see but you when you dance, dance, dance
Feeling good, good, creeping up on you so just dance, dance, dance
All those things I shouldn't do but you dance, dance, dance
And ain't nobody leaving soon, so keep dancing...

Success Criteria:

- ✓ To play the melody fluently
- ✓ To play the chord pattern fluently
- ✓ To work as part of an ensemble

Peer Performance Review

Evaluate your group's work using the PM/PF guide below.

Progress made (what did we do well?):

Progress further (what could we do to improve)?

Unit 6: Ukuleles

Lesson 6

Date:

Learning Objectives

- ✓ I will be able to perform for my end of year performance assessment
- ✓ I will develop my music listening skills
- ✓ I will evaluate my progress in performing arts lessons this year

Starter Activity: Listening Task

Listen to the piece performed by James Hill and answer the following questions.

1) How many beats are there in a bar? _____

2) Name two skills that you would need to be able to perform this piece?

Stitches – Shawn Mendes

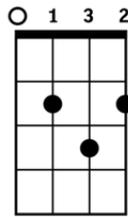
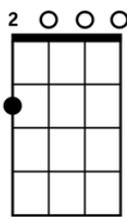
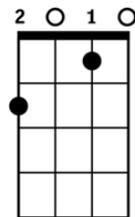
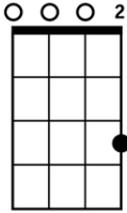
— I thought that I've been hurt before
But noone's ever left me quite this sore
— Your words cut deeper than a knife
Now I need someone to breathe me back to life

— Got a feeling that I'm going under
— But I know I'm gonna make it out alive
— If I quit calling you my lover — move on...

You watch me bleed until I can't breathe — I'm shaking
falling onto my knees — and now that
I'm without your kisses, I'll be needing stitches
I'm tripping over myself — I'm aching
begging you to come help — and now that
I'm without your kisses, I'll be needing stitches

Practical Task: Performance Assessment

Your practical task today is to rehearse and then perform for your end of year assessment. It's up to you whether you go back to one of the pieces that you learnt earlier in the term and perfect it. Alternatively, you can learn the song from today's lesson, 'Stitches' by Shawn Mendes.



End of Year Review

Answer the following questions in as much detail as possible, and make sure to give examples where you are able.

1. I can remember key terminology from all performing arts disciplines and use it when describing different performances:

2. I have worked hard this year and tried to solve any problems by applying my existing knowledge (give an example of when you have done that):

3. I have listened to my teacher's feedback and made changes where appropriate (give an example of when you have done so):

Do you have any other comments that you would like your teacher to note?

Teacher's signature: _____