

Year 9

Performing Arts

Name:
Class:
Teacher:

Term	Attainment 8 Estimate	Current Flightpath	To progress further I need to...	Teacher Signature
4				



KS3 Assessment criteria in Performing Arts: 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 4: World Music

Lesson 2

Date:

Learning Objectives

- ✓ I will know about the history of reggae music.
- ✓ I will understand the features of reggae music.
- ✓ I will be able to play a piece of reggae music on the keyboard.

Starter Activity: Styles of Music

Write down the name of as many different musical styles as you can think of (don't forget to consider music from other countries too)

What is Reggae music?

Reggae is a style of popular music that originated in Jamaica in the late 1960s and quickly emerged as the country's dominant genre. Reggae bands incorporate musical ideas from many different genres, including mento (a Jamaican folk genre), ska, rocksteady, calypso, American soul music and rhythm and blues. Reggae artists often sing of Rastafari, spiritual themes or social justice and is widely perceived as being a voice of the oppressed.

Famous Musicians: Bob Marley

Bob Marley is a famous reggae singer, songwriter, and musician who first became famous in his band The Wailers, and later as a solo artist. He was born on February 6th 1945 in Nine Mile, Saint Ann, Jamaica. He became involved in the Rastafarian movement and this influenced his music style greatly. He made the style of Reggae music very popular all over the world. His music told stories of his home and the Rastafarian religion that he followed. Some songs were about religion and some songs were about politics, like the song 'Get Up and Stand Up'.

Listening Task

Whilst listening to the performance answer the following questions.

- Which part of the drum kit is played to start the song?

- Name an instrument that you can see/hear

- How would you describe the tempo?

- Which beats of the bar are accented?

- What type of technique is used between the singers?

Rastafarianism

Watch the video which explains Rastafarianism and write down 2 things that you find out about it.

1) _____

2) _____

Practical Task

Today's practical task is to rehearse the song 'One Love' by Bob Marley on the keyboard.

Person 1

	G		G		G		G		D		D		D		D
	E		E		E		E		B		B		B		B
	C		C		C		C		G		G		G		G
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Person 2

Person 1

	C		C		G		G		C		D		G		G
	A		A		E		E		A		B		E		E
	F		F		C		C		F		G		C		C
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Person 2

Extension Task: Person 1 or 2 takes over the bass as above, the 2nd has the challenge of adding the melody.

E E D D

F E D C D C E D C

Unit 4: World Music

Lesson 3

Date:

Learning Objectives

- ✓ I will know about the history of folk music.
- ✓ I will understand the features of folk music, specifically Sea Shanties.
- ✓ I will be able to play a piece of folk music on the keyboard.

Starter Activity: Key Words

Match up the key words and their definitions based on last week's lesson.

Reggae
Syncopation
Chords
Beats two and four
Guitar, Bass, Keyboard & Drums

A musical feature that accompanies the melody.
Which beats are emphasised in Reggae music?
A musical feature where the rhythm is off beat.
A musical style from the Caribbean.
The instruments usually heard in a Reggae band.

What is Folk Music

Folk music is a type of traditional and generally rural music that was originally passed down through families and other small social groups. Typically, folk music, like folk literature, lives in oral tradition; it is learned through hearing rather than reading.

Sea Shanties

Sea shanties are a sub-genre of folk song and were songs that were sung on board sailing ships to assist with the hard-manual labour involved. The basic pattern of a shanty was for a leader to sing some lines, while the others joined in for the chorus or refrain. The length of the lines and the rhythm would vary depending on the type of work that was being undertaken.

Listening Task:

You are going to listen to two different folk songs. For each of the songs you should write down the features that you notice, focusing on the musical elements e.g. tempo, instrumentation, dynamics.

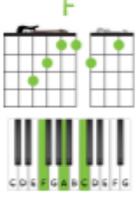
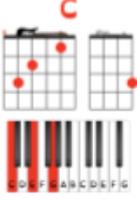
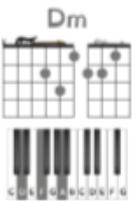
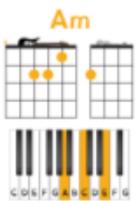
Awkward Annie – Kate Rusby

I Will Wait – Mumford & Sons

Practical Task: Keyboard rehearsal

Today's practical task is to rehearse the song 'Wellerman' on the keyboard. You can choose whether to learn the chords or the melody first.

Extension task: try playing the melody and chords by yourself.



Soon May the Wellerman Come Melody and Chords



Am Dm Am

E A A A A C E E E E E F D D D F F F A E E E

5 Am E Am

A B C D E E E E D C C B A

9 F C Dm Am

A A F G G E E E F D D E F E C A

13 F C E Am

A A F F F G E E E E D C B A



As heard on Tik Tok

Unit 4: World Music

Lesson 4

Date:

Learning Objectives

- ✓ I will know about the origins of blues music by exploring work songs and spirituals.
- ✓ I will understand the features of blues music.
- ✓ I will be able to play a 12-bar blues with a walking bass line.

Work Songs

Work songs were sung rhythmically in time with the task being done. They used call and response in which phrases from a lead singer were followed by the other singers. African music combined with the folk music of the white European settlers to produce new styles of music.

Blues Music

The blues emerged towards the end of the 19th century. This early style of blues was known as country blues and was usually a solo singer accompanied on guitar or piano, sometimes with added harmonica or drums. Well-known country musicians include Lead Belly, Blind Lemon Jefferson and Robert Johnson. Until the end of the 19th century, America was largely a rural community. In the early 20th century large numbers of people started to move to industrial cities. After the Civil War and the emancipation of slaves, the blues spread, together with the people who sang and played it. Many former slaves moved from the cotton fields of the southern states to northern cities such as Chicago and Detroit, where the blues became hugely popular.

Listening Task: Blues

Which instrument plays at the very start of the piece? _____

Name another instrument you can hear. _____

Describe the tempo of the piece. _____

What can you tell me about the order in which the lyrics are sung? _____

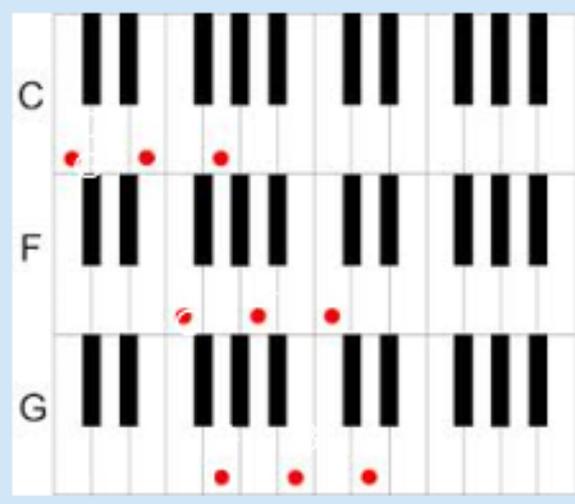
Practical Task

Today's practical task is to try and play a 12-bar blues or a walking bass line. If you are working in a pair you could learn one part each and then try putting both parts together, or if you want a challenge try playing both parts yourself.

Extension task: try improvising a melody whilst playing the chords of the 12-bar blues. Consider how you can make your improvisation rhythmically interesting.

The 12 Bar Blues Pattern

C /// | C /// | C /// | C /// |
 F /// | F /// | C /// | C /// |
 G /// | F /// | C /// | C /// |



C-E-G-A-Bb-A-G-E
 C-E-G-A-Bb-A-G-E
 F-A-C-D-Eb-D-C-A
 C-E-G-A-Bb-A-G-E
 G-B-D-F-A-C
 C-E-G-A-Bb-A-G-E

Walking Bass Line

PROGRESS MADE

- Successful use of chords and rhythm
- Good use of left and right hand
- I worked to the best of my ability
- Adequate fluency in right hand at least

PROGRESS FURTHER & TASK

- Unsuccessful use of chords and rhythm
- Ineffective use of group/ensemble skills
- I did not work to the best of my ability
- Inadequate fluency in right hand at least

Unit 4: World Music

Lesson 5

Date:

Learning Objectives

- ✓ I will know about the front line and rhythm sections in a jazz band.
- ✓ I will understand the origins of jazz music.
- ✓ I will be able to play the chords and riff of 'Feeling Good'

The origins of Jazz music

Jazz is a music genre that originated from African American communities of New Orleans in the United States during the late 19th and early 20th centuries. Jazz spans a period of over a hundred years. Jazz makes heavy use of improvisation, polyrhythms, syncopation and the swing note.

Listening Task: Take Five

1) Name an instrument within the piece. (Does it belong to Front Line or Rhythm Section?)

2) How would you describe the tempo of the piece? _____

3) How are dynamics used within the piece of music? _____

4) How is this different to the music that you are used to listening to? _____

Listening Task: Feeling Good

Answer the following questions whilst listening to the song 'Feeling Good' by Nina Simone.

1) Which instruments play this piece?

2) Is the tempo fast or slow? _____

3) How would you describe the way the vocal part is sung? _____

Practical Task:

The image shows a musical score for the song 'Feeling Good' by Nina Simone. It features a vocal line and a piano accompaniment. The lyrics are: 'Fish in the sea you know how I feel. Drug-on fly out in the air you know what I mean, don't you know riv-er run-ning free, you know how I feel. But-ter flies all hav-ing fun you know what I mean'. The piano part consists of a steady eighth-note accompaniment in the right hand and a bass line in the left hand.

Extension task: Improvise a melody over the top of the chords and riff using the notes: E F# G A B D E

End of Term Evaluation

Do you think that your musical knowledge on world music has improved during this term? Give at least two examples of something you didn't know at the beginning of the unit, that you know now:

Did you feel that you are able to remember from lesson to lesson, what you had been learning?

In the practical tasks, do you feel that you can successfully complete the pieces?

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

PROGRESS MADE

- Successful use of chords and rhythm
- Good use of left and right hand
- I worked to the best of my ability
- Adequate fluency in right hand at least

PROGRESS FURTHER & TASK

- Unsuccessful use of chords and rhythm
- Ineffective use of group/ensemble skills
- I did not work to the best of my ability
- Inadequate fluency in right hand at least