

SET WORK: Badinerie - Bach Orchestral Suite No 2

I can understand the context of the piece (composer, date of composition, work

- 1.1 this piece is from)
- 1.2 I can list typical Baroque features of this piece
- 1.3 I can identify the ensemble this piece is written for and list its instruments
- 1.4 I can identify the key signature, time signature and tempo of this piece
- 1.5 I can describe and identify aurally the structure / form of this piece
I can describe and identify aurally the rhythmic features of this piece including
- 1.6 the time signature
- 1.7 I can describe and identify aurally the ornaments used in this piece
I can identify the features of the melody (e.g. conjunct, disjunct, ascending /
- 1.8 descending, diatonic / chromatic)
- 1.9 I can describe the accompaniment in this piece, including any changes
I can identify any interesting chords and describe where they are used (e.g.
- 1.10 dominant 7th)
- 1.11 I can identify all the cadences in this piece, referring to the chords used
I can identify and describe any dynamics, articulation and performance
- 1.12 directions used in this piece (e.g. staccato, slurs)
- 1.13 I can identify and describe the use of anacrusis and sequence in this piece
I can compare and contrast the sections of this piece, referring to tonality,
- 1.14 texture and melody
- 1.15 I can describe chords using degrees of the scale and roman numerals

SET WORK: Toto - Africa

I understand the context of this song (composer, date of composition, album

- 2.1 this song is from)
- 2.2 I can list the typical features of this song
- 2.3 I can identify the ensemble this song is written for and list its instruments
- 2.4 I can identify typical African Music features of this song
- 2.6 I can identify the tempo, time signature and key signature of this piece
I can describe the structure / form of this song, identifying the different
- 2.7 sections
- 2.8 I can describe the rhythmic features of this song (e.g. triplets, syncopation)
- 2.9 I can describe the harmonic features of this song, specifically the type of chords
I can describe the melody (e.g. melismatic / syllabic, ascending descending,
- 2.10 conjunct / disjunct)
- 2.11 I can list the chord progressions for all sections of the song
- 2.12 I can describe chord symbols e.g. G/B
- 2.13 I can describe the dynamics used in this song
I can identify and describe any modulations that happen in this song. I am
- 2.14 aware of the ambiguities in the keys of this piece
- 2.15 I can give specific examples of the use of melisma in this song
- 2.16 I can describe the range of the vocal part
I can compare and contrast the sections, referring to harmony / tonality,
- 2.17 instrumentation, texture & melody

THEORY

- T1 I can read and write music in the treble clef
- T2 I can read and write music in the bass clef
- T3 I can read and write music in simple time
- T4 I can read and write music in compound time
- T5 I can use roman numerals to describe chords in a major key
- T6 I can use and understand chord symbols for major, minor and 7th chords
- T7 I can read and write key signatures up to 4# and 4b

PERFORMANCE

- P1 I can perform in time
- P2 I can practice / rehearse pieces effectively
- P3 I can play the correct notes and rhythms
- P4 I can follow all performance directions
- P5 I can play at the correct tempo
- P6 I can play my instrument / sing with a high level of technical control
- P7 I can create a good tone across the full pitch range of the piece
I can use dynamics and performance directions to give an expressive performance
- P8
- P9 I can balance my performance with others in the group
- P10 I can perform with a sense of the correct style
- P11 I can use technology appropriately and successfully in my piece
- P12 I can link my performance to an area of study

COMPOSING

- C1 I can imagine sounds appropriate for a piece of music
- C2 I can create motifs / ideas that have potential for development
- C3 I can develop my ideas using the elements of music
- C4 I can choose timbres / instruments effectively
- C5 I can use technology to enhance my work
- C6 I can control the structure of my piece
- C7 I can create contrasts using the elements of music
- C8 I can write idiomatically for the instruments I have chosen
- C9 I can create an effective style and character for my piece
- C10 I can explain how I have met the brief for composition
- C11 I can create a score or aural guide for my composition

LISTENING - MAD TSHIRT

- M1 I can identify and define compositional devices including melodic, rhythmic and harmonic devices
- M2 I can identify and define articulations
- M3 I can identify and define dynamics and dynamic changes
- M4 I can describe and identify different textures
- M5 I can identify and define structures and phrasing
- M6 I can identify and define harmony and harmonic progressions

- M6a I can identify chords in a chord progression aurally
- M6b I can describe and identify intervals
- M7 I can identify instruments aurally (Western Classical, Electronic and Fusion)
- M7a I can identify different voice types
- M7b I can identify ensembles e.g. orchestra, wind band, duet, string quartet, jazz trio, basso continuo, rhythm section, backing vocals...
- M7c I can identify an appropriate venue for the performance of a piece
- M7d I can describe and identify vocal ensembles and techniques
- M7e I can describe how instruments are used
- M7f I can state how music technology has been used in the music
- M8 I can identify and define different rhythms
- M8a I can identify the time signature (aurally)
- M8b I can identify and define different tempi and tempo changes
- M9 I can identify and define tonality
- M10 I can describe how music creates different effects
- M11 I can make effective comparisons between pieces or sections
- M11 I can explain how tension has been built up and released in the music by describing musical elements
- M12

LISTENING - KNOWLEDGE

- K1 I can identify music from the Baroque, Classical and Romantic periods
- K1 I can describe and identify keywords related to Jazz and Blues (12 Bar Blues, Walking Bass, Improvisation, Blues and Pentatonic scales, Blue Notes, Call and response, Swing Rhythms, Riff)
- K2 I can outline the development of film music including naming genres and some film composers
- K3
- K4 I can use film music specific vocabulary (e.g. diegetic, leitmotif, transformation)
- K5 I can identify minimalist music and techniques
- K5 I can identify some sub-genres of rock and pop e.g. psychedelic rock, britpop and reggae
- K6
- K7 I can identify a fanfare style and its features
- K8 I can identify and describe fusion music including bhangra