

## Lower School Report 2 | Year 7 Spring Term **Attainment**

### Descriptors

Developing	Improving	Meeting	Exceeding
Students <b>rarely</b> demonstrate that they have met any of the criteria.	Students <b>occasionally</b> demonstrate that they meet <b>some</b> of the criteria for the term.	Students demonstrate that they <b>regularly</b> meet <b>most</b> of the criteria below.	Students <b>almost always</b> demonstrate that they meet <b>all</b> criteria. Often, they will take advantage of opportunities to broaden their understanding of the subject and take on leadership roles in ensembles

Department	Focus	Learning Criteria	Resources to support your child at home
Music	Core Skills	<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Ability to perform from written notation, including rhythms, pitches and melodies</li> <li>Ability to use correct instrumental techniques</li> <li>Ability to hold own part in ensemble performance and follow performance directions in the moment</li> </ul> <p><b>Critical Engagement</b></p> <ul style="list-style-type: none"> <li>Ability to notate simple rhythms, pitches and melodies</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Ability to compose and notate simple melodies and/or rhythms</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>Ability to engage in purposeful rehearsal techniques</li> <li>Ability to be resilient to setbacks in musical processes</li> </ul>	<p><a href="#">BBC Bitesize: writing a melody</a></p> <p><a href="http://musictheory.net">musictheory.net</a></p>
	Core Knowledge	<p><b>Rhythm notation</b></p> <ul style="list-style-type: none"> <li>Pulse = the underlying count in the music</li> <li>Rhythm = long and short notes, and the gaps between them</li> <li>Bars and time signatures</li> <li>How to read rhythms – semibreve, minim, crotchet, quaver and the equivalent rests</li> <li>Dotted rhythms and triplets</li> </ul> <p><b>Pitch notation</b></p> <ul style="list-style-type: none"> <li>Clefs, scales and notes</li> <li>Reading notes of the treble and bass clef</li> <li>Mnemonics for remembering note names</li> <li>Ledger lines</li> <li>How to compose a short repeating motif, e.g. ostinato</li> </ul>	<p><a href="#">MAD TSHIRT</a></p> <p><a href="#">Rhythm</a></p> <p><a href="#">Pitch</a></p>