

## Lower School Report 2 | Year 8 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>Improvising</b></p> <ul style="list-style-type: none"> <li>Ability to improvise effectively demonstrating awareness of mood and intended effect</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Ability to hold own part in ensemble performance and follow performance directions in the moment</li> <li>Ability to perform a simple part showing awareness of musicality</li> <li>Ability to use computer software to arrange and perform a piece of music</li> </ul> <p><b>Critical Engagement</b></p> <ul style="list-style-type: none"> <li>Ability to re-join performance after rests (or minor lapses)</li> <li>Ability to refine own music after suitable reflection</li> <li>Ability to read and perform from notation (grid, ukulele TAB and chord diagrams)</li> <li>Ability to learn a simple piece of music by ear</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: playing together as a band</a></p> <p><a href="#">Charanga/Yumu</a></p>
	Core Knowledge	<div style="display: flex;"> <div style="flex: 1;"> <p>Spring Term – <b>Blues continued</b></p> <ul style="list-style-type: none"> <li>Structure: call and response</li> <li>Musical features of the Blues</li> <li>Musical features of the Blues: 12-bar blues</li> <li>Construct chords</li> <li>Triads</li> <li>Root+third+fifth</li> <li>Seventh chords</li> <li>4s, 3s, 3s</li> </ul> </div> <div style="flex: 1; border-left: 1px solid black; padding-left: 10px;"> <p>Spring Term – <b>Musicals</b></p> <ul style="list-style-type: none"> <li>What is a Musical?</li> <li>Performing Roles                             <ul style="list-style-type: none"> <li>Lead roles</li> <li>Chorus</li> </ul> </li> <li>Types of songs/numbers                             <ul style="list-style-type: none"> <li>Solos</li> <li>Ensembles</li> </ul> </li> <li>Development of a musical idea over time</li> </ul> </div> </div>	<p style="text-align: center;"><a href="#">MAD TSHIRT</a></p> <p><a href="#">BBC Bitesize: The Blues</a></p> <p><a href="#">BBC Bitesize: Musicals and Musical Theatre</a></p> <p style="text-align: right;">Hamilton on Disney+</p>

Spring