

## Year 8 Summer Term:

### Performing:

- I can create perform with increasing accuracy and fluency.
- I can perform parts from simple staff notation.
- I can play my own part in a group performance.

### Understanding and Theory:

- I can identify all notes on the treble and bass clef.
- I understand the difference between major and minor chords, and can identify them by ear.
- I can work out major and minor chords using staff notation.
- I can write down simple rhythms using crotchets and quavers.
- I can identify a range of instruments from different instrumental families.
- I can identify a range of dynamics.

# Minimum Expected Standards

## Music Year 8

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGiSpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy  
Solihull**

## **Year 8 Autumn Term:**

### **Performing (African Drumming):**

- I can play the Djembe using two hands.
- I can create different sounds on the Djembe with increasing control. (Bass, Slap, Tone)
- I can perform with accuracy and fluency in a group performance.

### **Composition (Film):**

- I can compose a score to fit a specific scene.
- I can create contrast by using different musical elements to represent places and characters.
- I can adapt and improve my composition based on feedback.

### **Understanding and Theory:**

- I understand the difference between consonance and dissonance.
- I can identify different types of articulation. (Legato, Staccato)
- I can identify and understand simple musical terms. (Pitch, Rhythm, Dynamics, Tempo)

## **Year 8 Spring Term:**

### **Performing (Reggae):**

- I can play part 2 of 'Restful Reggae' with my right hand on the keyboard.
- I can perform with accuracy and fluency.
- I can play with good instrumental technique.

### **Composing (Blues):**

- I can compose a melody for the 12 bar blues that uses selected notes from the Blues scale.
- I can compose this melody using given rhythmic fragments.
- I can compose a piece of music that responds to a set brief or task.
- I can review and adapt my composition based on feedback.

### **Understanding and Theory:**

- I can understand and identify key features of reggae such as instrumentation, offbeat, syncopation, bassline and chord sequence.
- I can understand and identify key features of Blues music such as structure (12 Bar Blues), swing, lyric structure (AAB) and instrumentation.