Year 8

How and why sets of musical **devices** are used in different types of music (why different styles of music sound different)

	Skills	Understanding	Key words
Sing 1	a) Can start to adapt their technique to their gradually changing voices to maintain in tune singing b) Continue to sing songs with more attention to detail such as phrasing, dynamics etc. c) Can confidently sing 3 or 4 part rounds/ more complex 2 or 3-part harmonies, not always with a group. d) A clear sense of performance.	a) How to make singing into an excellent performance. (diction/phrasing etc). b) How to sing as an ensemble. c) Can understand the difficulties of singing through a changing physiology.	• Pitch • High/Low/rising/falling /step/leap • Dynamic • Loud/Quiet/cresc/dim • Tempo • Fast/Slow • Pulse • Beat • Downbeat/time signatures. • Rhythm • Instrument names • Call and response • Ostinato • Unison • Solo • Layered • Stave • Crotchet/quavers/minim/rest/semi-quavers • Strings, Woodwind, Brass, Percussion, keyboard. • Major/minor chords • Major/minor scales • Diatonic/Chromatic • Drone • Triads • Bassline • Melody • Structure • Texture • Verse/chorus • Ternary/Binary • Syncopation • Dotted rhythms • Chord progressions/12 bar blues • Riffs • Tonal/atonal • Chord tones/passing notes • Playing techniques e.g. pizzicato/arco/ tremolo
Perform 2	a) Play a variety of instruments with instrument specific techniques. b) Can start to play more complex/extended instrumental parts (e.g. melody/chords/bassline/rhythm) in a stylistic way with others with a clear sense of ensemble. c) Further develop 'playing by ear' on tuned instruments. Further develop sense of ensemble. d) Can read basic notation in treble and bass clef. e) Can confidently identify the notes on a keyboard (including black notes) f) Play more complex rhythms (inc. how to notate them – syncopation/dotted) g) Aim for more authentic performance.	a) Can start to 'feel' the ensemble and knows how to facilitate this (communication/listening/practise etc). b) Start to understand how context affects performance.	
Listen 3	a) Can identify and categorise nearly all instruments and standard ensembles and start to identify specific instrumental techniques. b) Can identify different elements (including use of tonality) and describe, using appropriate musical vocabulary, how the elements create an effect/intent. c) Can identify musical styles d) Can use technology to enhance understanding of musical elements and components.	a) Can understand how the use of musical elements affect the intent of the music. b) Music comes in different styles and from different times and places. c) Start to understand that the way you play a piece affects the style.	
Create 4	a) Compose in a stylistically appropriate way, using elements of music and musical devices accordingly b) Use technology to enhance musical creations where appropriate. c) Start to understand how process/context affect creation of music d) Aim for more authentic compositions	a) How to create music in different styles by using the elements and musical devices in different ways. b) That the context of music is important to its creation.	