

S1/2 Music

Pupil Profile



Name

Class



How to use your music log

This Learning Log will be a record of the skills and knowledge you will require in S1 Music.

It is an important document which you must keep safe and will be used by your teachers when reporting on your progress.

It is **YOUR** document and you should use it to evaluate your own work and progress, feeding back any views to your teacher.

You will fill out this document in class, but you will also be asked to take it home to complete homework and also to show to your parents/carers.

Meaningful Comments

Here are some examples of sentences to help you think about and produce your own meaningful comments.

I would benefit from practice at...listening to the teacher, other etc/sharing materials/helping my peers/using my time wisely on my instrument to continue to develop my skills...

Attention is required in...making my hand writing neat and legible/getting organised quickly and effectively...

I must...use my materials/resources effectively/read over concepts covered and use effective study skills e.g. mind maps, summarising, highlighters, post it notes etc/be prepared for every class e.g. jotter, pencil, ruler etc/ask for help if I do not understand/follow the class rules...

I need to explain...in more detail/ using musical concepts/so others can understand...

Track Your Progress

You can use pages 31 and 32 of this booklet to track your progress at Level 3 and 4. Each task in this booklet will earn you one of these emojis.



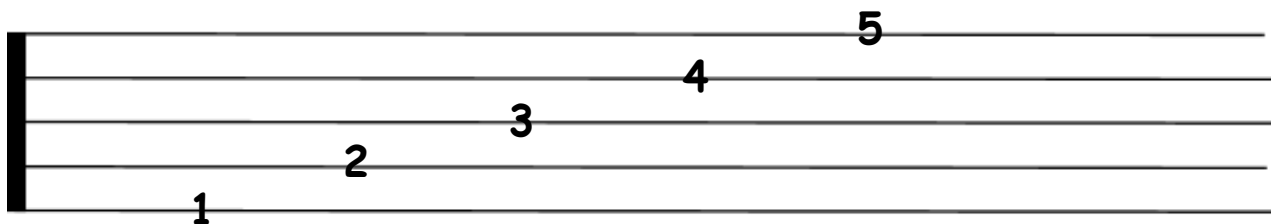
When you see ones of these emojis, and it has been circled or ticked by your teacher, add a note to the matching staff and count up how many pieces of evidence you have which prove you are secure at this level. Where you see gaps, look back through your booklet to find out which skills or knowledge need more attention.

Fact Sheet 1

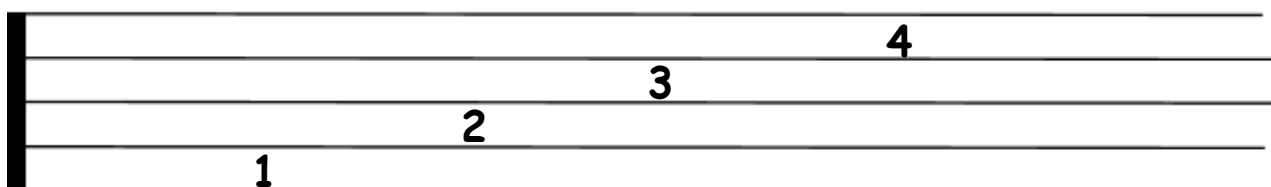
The Staff

Music is written down using *lines and spaces*. We call this the *Staff* or *Staff*.

There are *5 lines* on the *Staff* - No.1 is the lowest.

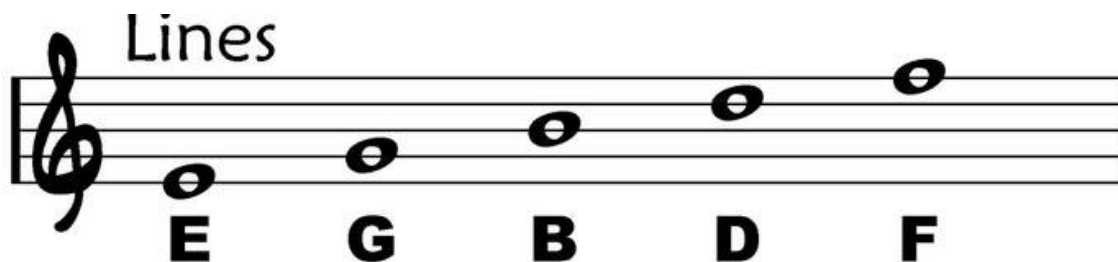


There are *4 spaces* on the *Staff* - No.1 is the lowest.



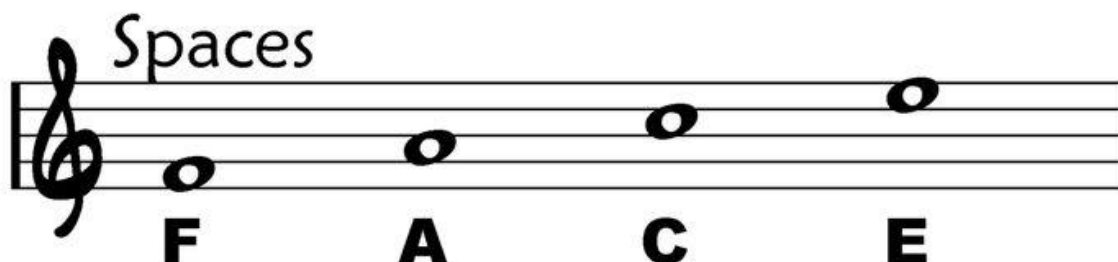
Line Notes

The lines go through the *middle* of the note.



Space Notes

The *note head* sits comfortably inside the *space between two lines*.

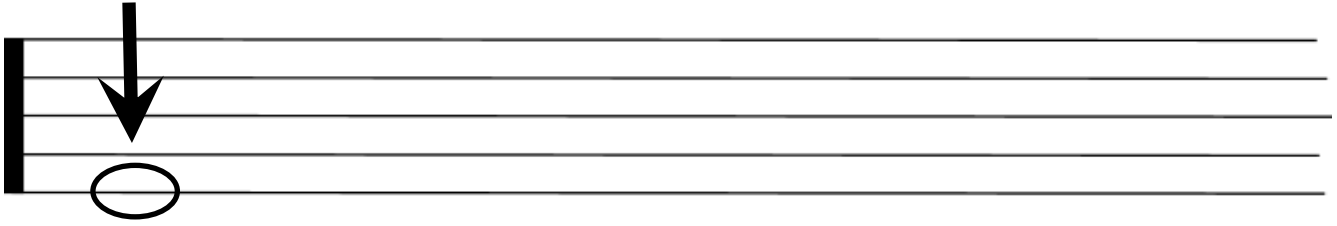


Due Date:

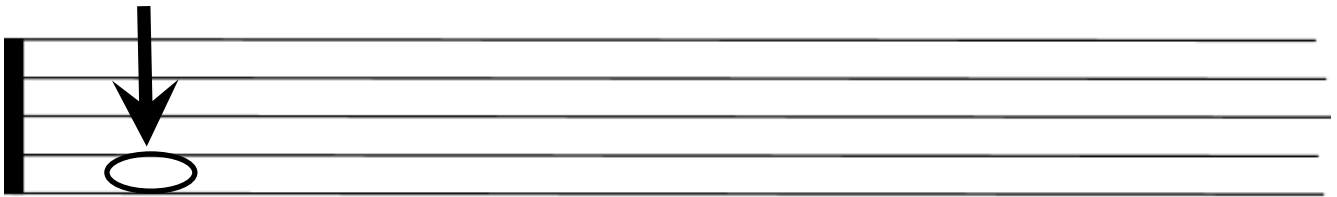
Quiz Sheet 1



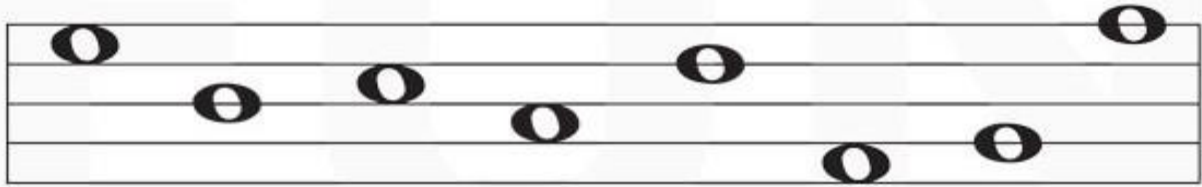
Exercise 1: Draw a *circle* round each of the *lines* of the *Staff* - the first one is done for you.



Exercise 2: Draw a *circle in between* each of the *lines* of the *Staff* - the first one is done for you.



Exercise 3: Write 'L' below *LINE NOTES* and 'S' below *SPACE NOTES*:





Self Reflection: RED AMBER GREEN

Parent/Guardian Signature: _____

Fact Sheet 2

The Treble Clef

A *clef* is a symbol at the *left side of the staff* which tells us the pitch (*how high or low sounding*) of the notes written on it.

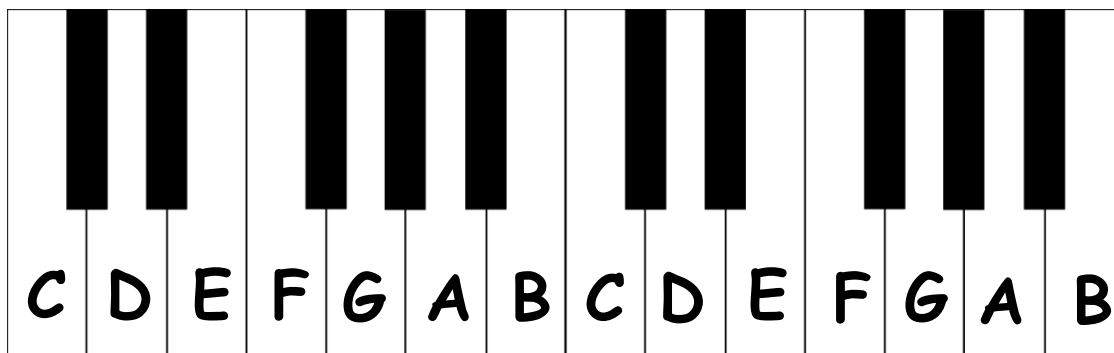
For higher notes we use the *Treble Clef*.

Here is a *Treble Clef* - we start drawing it on the *second line*.



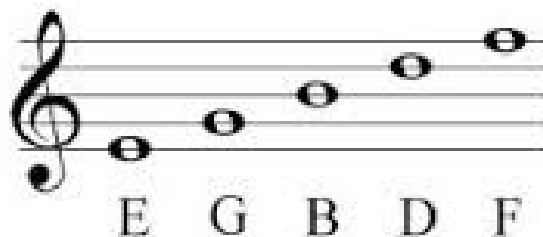
Naming Notes

We name the notes of the *treble clef* using a *musical alphabet*. The *musical alphabet* only has 7 letters. It goes from *A* to *G* and then *starts again*.



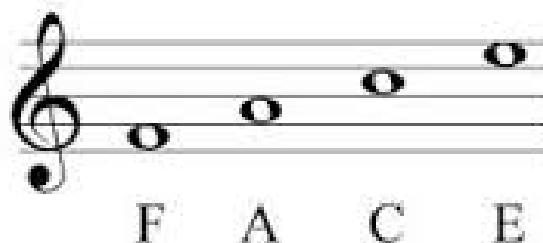
To help us remember the *lines* we use this *phrase*:

'Every Good Boy Deserves Fun'



To help us remember the *spaces* we think:

'FACE' in the space



Due Date:

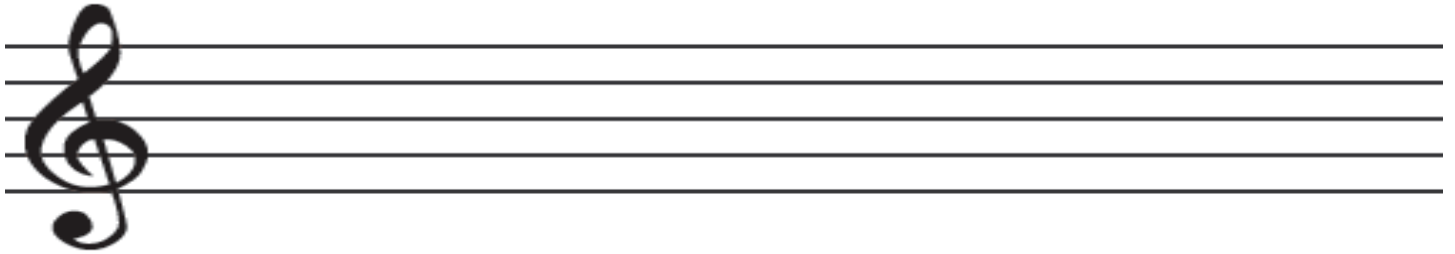
Quiz Sheet 2



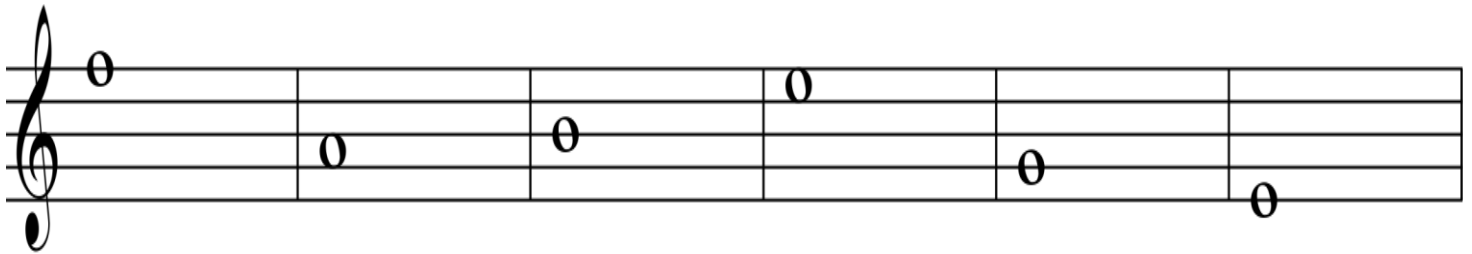
Exercise 1: Trace these *Treble Clefs* to practise drawing them:

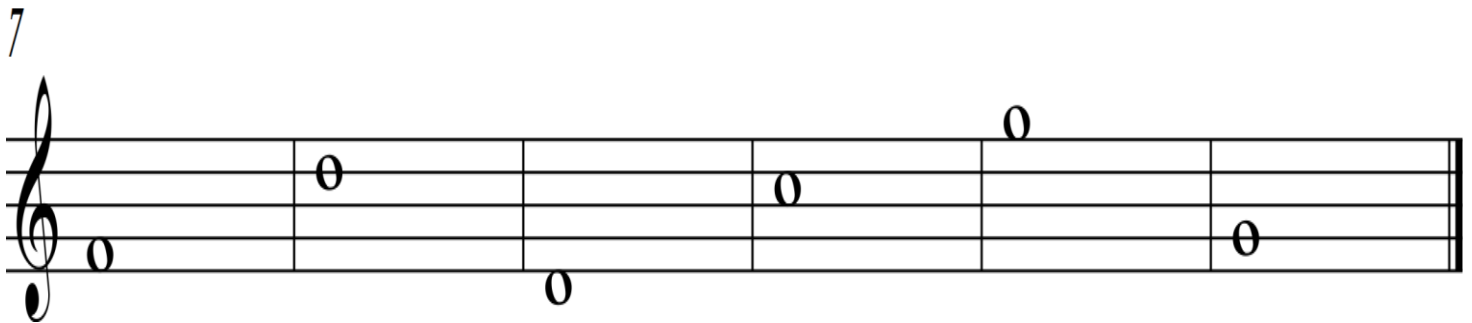


Exercise 2: Now try drawing **6** of these by yourself on the *stave* below, remember they start from the *second line*:

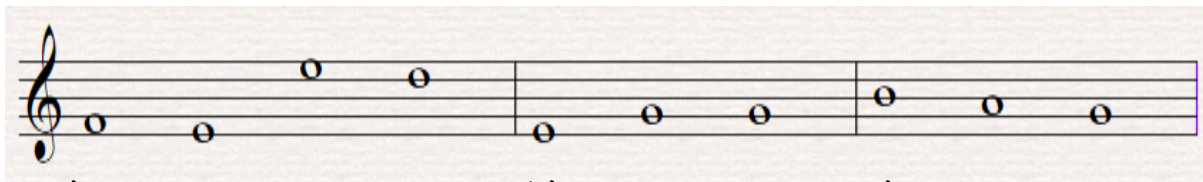


Exercise 3: Using '*Every Good Boy Deserves Fun*' and '*FACE*' in the space', give the letter name of the following notes:

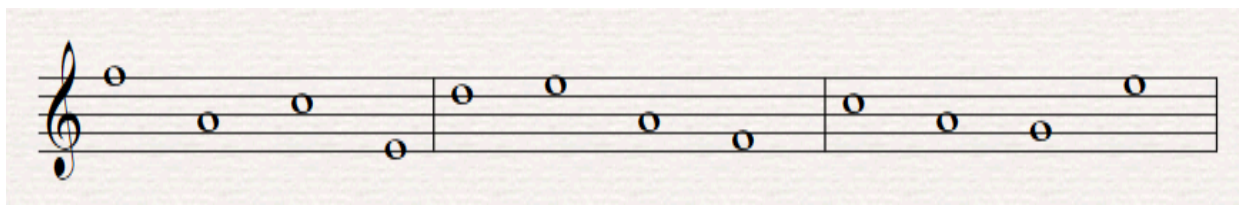




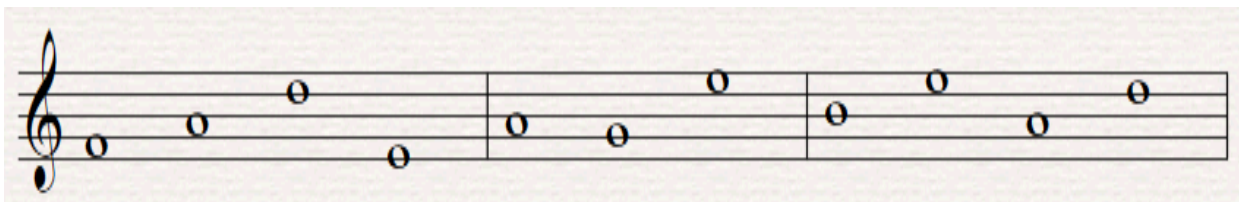
Exercise 4: Using 'Every Good Boy Deserves Fun' and 'FACE' in the space', work out the letter names of the following notes - they should each spell a word!



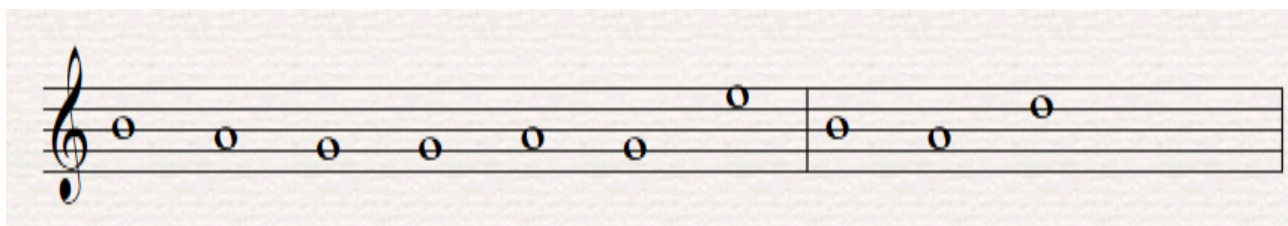
a) _____ b) _____ c) _____



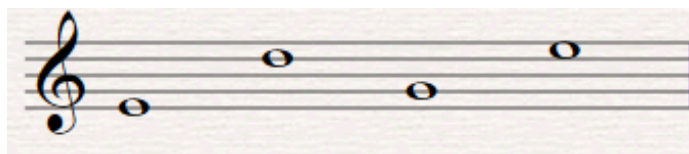
d) _____ e) _____ f) _____



g) _____ h) _____ i) _____



j) _____ k) _____



l) _____

Self Reflection: RED AMBER GREEN Parent/Guardian Signature: _____

Fact Sheet 3

Note Values

When we play music we think about *melody* and *rhythm*. We use rhythm to know *how long a note should be played for*.

Notes of *different lengths* look *different to each other*.

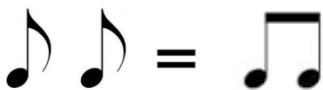
 This note has **4 beats** and is called a *semibreve*.

 This note has **3 beats** and is called a *dotted minim*.


 This note has **2 beats** and is called a *minim*.

 This note has **1 beat** and is called a *crotchet*.

 This note is a **1/2 beat** and is called a *quaver*.


 If *two quavers* are *together*, the *tails* are *joined at the top*.

A *dot* adds on *half the value* of the

 = $2 + 1 = 3$ beats

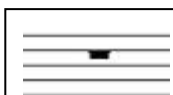
 = $1 + 1/2 = 1.5$ beats


Another way of *lengthening* a note is a *tie*. The tie symbol *ties the two notes together* and *turns them into one*.


 = $2 + 1/2 = 2.5$ beats

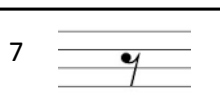
Rests

When we see a *rest*, we *stop playing* for the amount it says.

 This is a **4 beat rest**

 This is a **2 beat rest**

 This is a **1 beat rest**



 This is a **1/2 beat rest**



Due Date: _____



Quiz Sheet 3



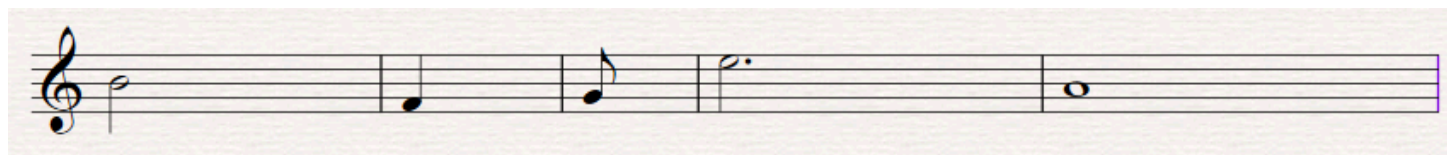
Exercise 1: Give the *rhythm name* of these notes?

(a)  _____ (b)  _____

(c)  _____ (d)  _____




(e)  _____ (f)  _____


Exercise 2: How many *beats* are *each of these notes* worth?





a) _____ b) _____ c) _____ d) _____ e) _____

Exercise 3: Write *two notes* which *add up to the same value* as each of these notes, the *first one* is *done for you*.

(a)   +  _____

(b)  _____


(c)  _____


(d)  _____

Exercise 4: Write *one note* which adds up to the *same value* of these patterns:

(a)  _____

(b)  _____

(c)  _____

(c)  _____

Self Reflection: RED AMBER GREEN

Parent/Guardian Signature: _____

Fact Sheet 4

Note Layout

A note can have *three different parts*. The *head*, the *stem* and the *tail*.

Some notes only have a *head (semibreve)*, others have a *head and stem (crotchet/minim)* and some have a *head, stem and tail (quaver)*.

● = Head of the note

— = stem of the

— = tail of the note

Notes *above the middle line* have their stems pointing *downwards* and *on the left*.

Notes *below the middle line* have their stems pointing *upwards* and *on the right*.

Notes *on the middle line* can have their stems pointing *either way*.



The *head* of the note tells us the *letter name*, the *stem* doesn't affect this.

Time Signatures

The *two numbers* next to the *treble clef* are called the *time signature*.



The *top number* tells you *how many beats are in each bar*.

The *bottom number* tells you *what kind of beats* they are.

Bar Lines

The *bar line* divides music into *equal measures* relating to the *time signature*.

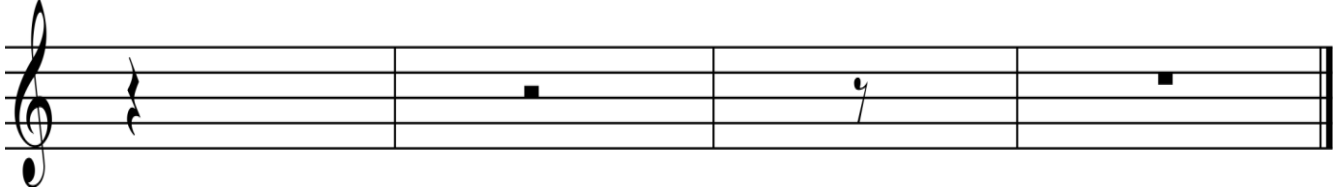




Due Date: _____

Quiz Sheet 4

Exercise 1: How many *beats* is each rest worth?



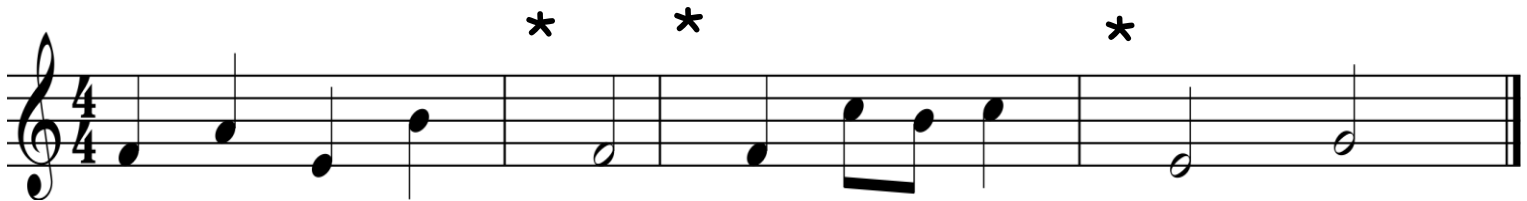
(a) _____ (b) _____ (c) _____ (d) _____

Exercise 2: How many *beats* are there in each bar? (The *time signature* will *give you a clue* or you can *count the lengths of notes in the bar*).



(a) _____ (b) _____ (c) _____ (d) _____

Exercise 3: Look at *each bar* and *insert the correct time signature* under the *star* - the first one is done for you.



Exercise 4: Insert *bar lines* between the notes to *divide the music into equal measures*. (Remember to check the *time signature*.)



Self Reflection: RED AMBER GREEN Parent/Guardian Signature: _____

Fact Sheet 5

Sharps and Flats



This is a *sharp* symbol. It makes a note *higher*.

To make the sound higher, we *move up the keyboard instrument to the right*.



This is a *flat* symbol. It makes a note *lower*.

To make the sound lower, we *move down the keyboard instrument to the left*.



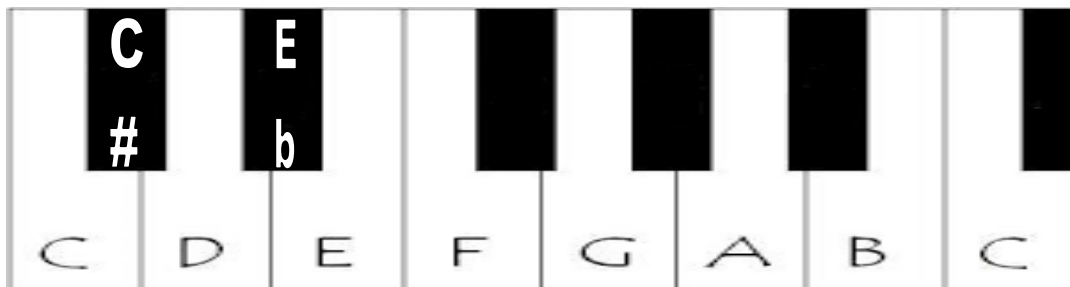
This is a *natural* symbol.

It *cancels out* a *sharp* or *flat*.

Sharps and Flats in relation to a keyboard

The *black note* to the *right of C* is called a *C sharp*.

The *black note* to the *left of E* is called an *E flat*.



Key Signatures

The *key signature* is written *between* the *clef* and the *time signature*.

It tells us what *key* a piece of music is in and *which notes* should be *sharp*(#) or *flat*(b).



The *sharp* sign is on the *top line 'F'*. This means *every F in the music would be played as an F sharp*.



The *flat* sign is on the *3rd line 'B'*. This means *every B in the music would be played as a B flat*.

Due Date: _____



Quiz Sheet 5

Q1. What is this sign **#** called? _____

Q2. Does the *sign above* make the note *higher* or *lower*? _____

Q3. We call this a key s _____



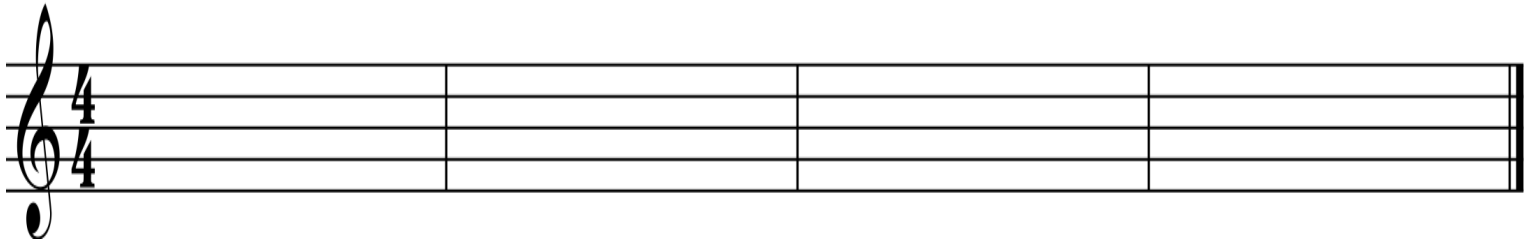
Q4. What is this sign **b** called? _____

Q5. Does the *sign above* make the note *higher* or *lower*? _____

Q6. What is this sign **♮** called? _____

Q7. What does the *above sign* do to a *sharp* or *flat*? _____

Q8. *Copy this music* onto the *blank stave below*, then give the *letter name* of the notes.
(Remember to check the *key signature* for *sharps* or *flats*!)



Q9. How many *beats are in the bar* of the *above* piece of music? _____

Self Reflection: RED AMBER GREEN

Parent/Guardian Signature: _____

Due Date:



Test your Knowledge!

Q1. What are the *lines and spaces* called? _____

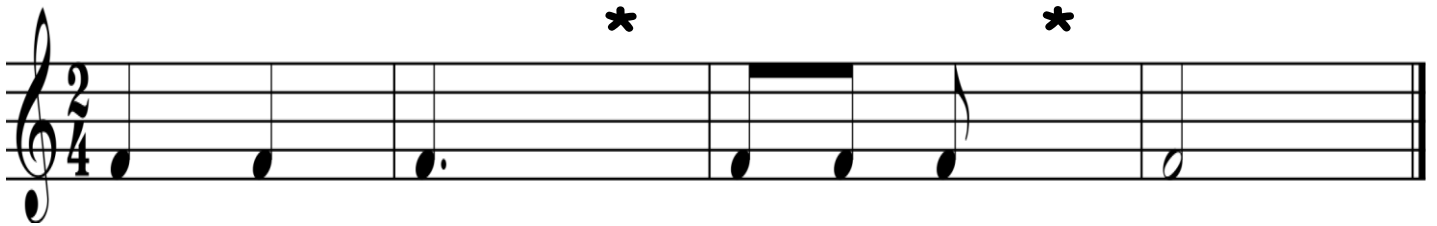
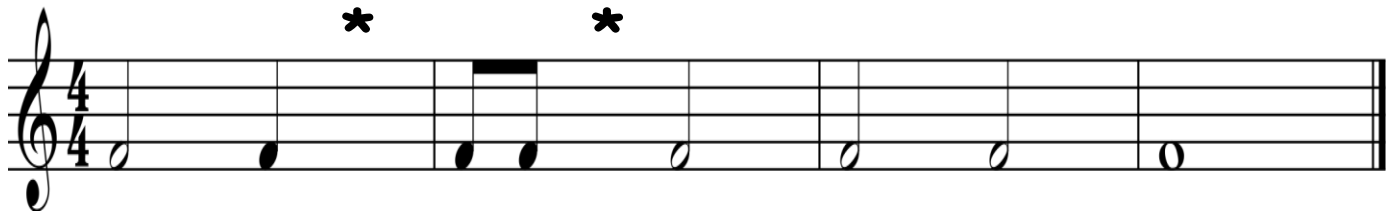
Q2. What is the name of the *first line note* in the treble clef? _____

Q3. What is the name of the *top line note* in the treble clef? _____

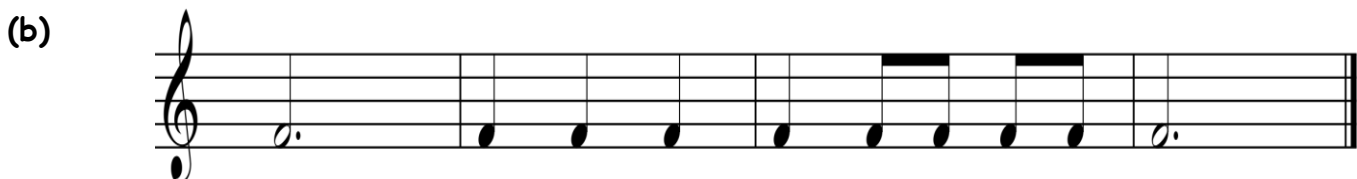
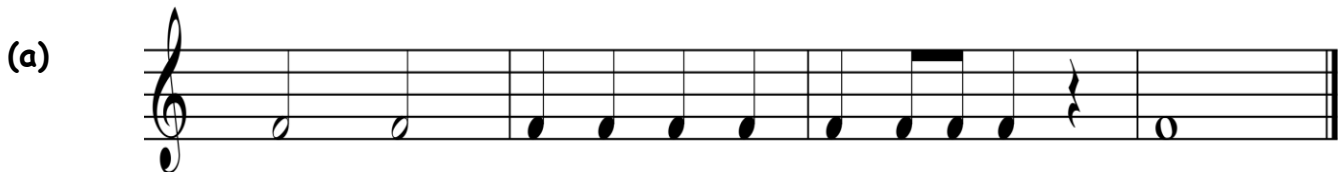
Q4. What is the *second space note* in the treble clef called? _____

Q5. What is the *fourth space note* in the treble clef called? _____

Q6. Fill in the *missing beats* in the places marked with a *star** below:



Q7. Insert the correct *time signature*. (The *bottom number* will be 4)



Q8. Name the following notes:

(a) (b) (c) (d) (e)

6

(f) (g) (h) (i) (j)

11

(k) (l) (m) (n) (o)



WELL DONE! You have successfully completed your Music Facts and Quizzes!

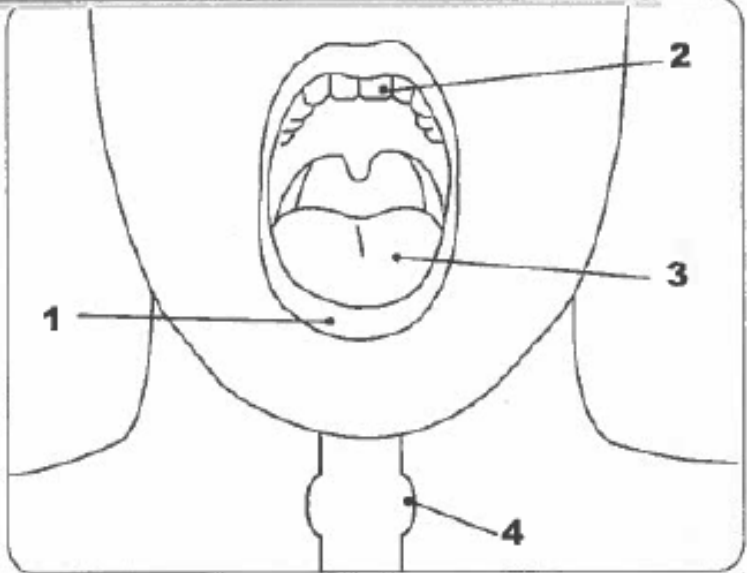
Self Reflection: RED AMBER GREEN Parent/Guardian Signature: _____



VOICES

Label the diagram and answer the questions using the words provided below. Then colour the diagrams.

- | | |
|---------------------|----------------|
| Stretch | Pitches |
| Tenor | Lips |
| Tongue | Teeth |
| Vocal chords | Air |
| Vibrate | Shape |
| Lips | Lungs |
| Soprano | Mouth |



1= 2= 3= 4=

- ① Unscramble the word: RTONE
- ② You can sing by moving through your and out through your
- ③ If you change the of your and tongue you change the sound and create words.
- ④ Unscramble this word: PRNSOAO
- ⑤ Your vocal chords and to create different
- ⑥ You need to have strong if you are to become a singer.

Self Reflection: RED AMBER GREEN Parent/Guardian Signature: _____

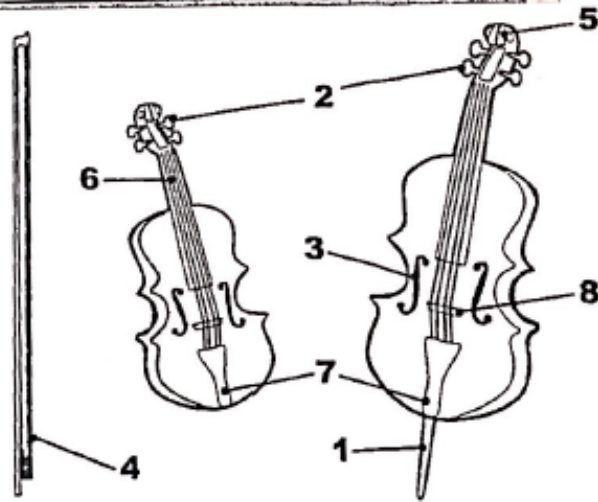


Instruments of the Orchestra Homework 1: The String Family

THE STRING FAMILY


Label the diagrams and answer the questions using the words provided below. Then colour the diagrams.

Pizzicatto	Spike
Scroll	Tuning pegs
S-holes	Bridge
Tail piece	Viola
Four	Wood
Violin	Neck
Harp	Bow
Arco	Cello
Cello	Cello
Double bass	Violin



1= 2= 3= 4=

5= 6= 7= 8=

1. The pictures above are of a _____ and a _____
2. If you play a stringed instrument with a bow it is called _____
3. When a stringed instrument is plucked it is called _____
4. A stringed instrument is made of _____
5. This is a silhouette of a _____ 
6. There are _____ strings on a violin, _____ and _____
7. Unscramble the word: INLVOI _____



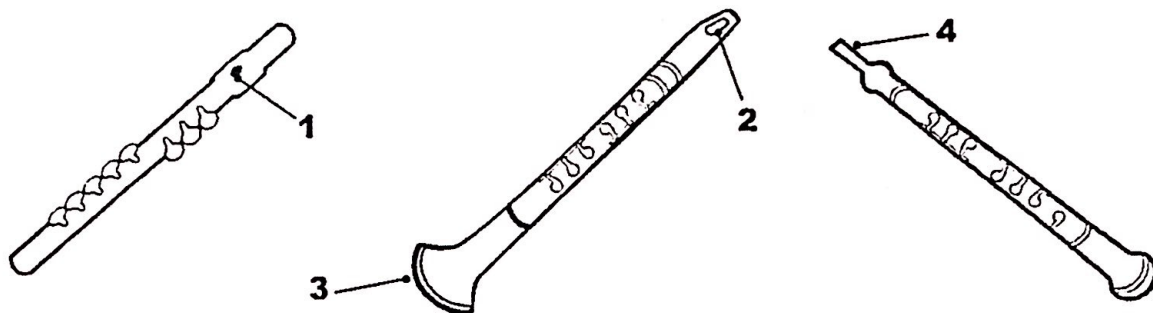
Due Date:

Instruments of the Orchestra Homework 2: The Woodwind Family 1

THE WOODWIND FAMILY 1

Label the diagrams and answer the questions using the words provided below. Then colour the diagrams.

- | | | | | |
|-------------|---------|-------------|-------------|-------------|
| Bell | Metal | Clarinet | Between | Oboe |
| Flute | Single | Double reed | Cor Anglais | Single reed |
| Mouth piece | Blowing | Piccolo | Clarinet | |



1= 2= 3= 4=

1 The pictures above are of a _____, _____ and an _____

2 This silhouette is of a _____



3 Unscramble this word: IGSONALCRA _____

4 A flute is made of _____

5 This silhouette is of a _____



6 You play a woodwind instrument by _____ through it.

7 In a double reed the air is pushed _____ the reeds.

8 In a _____ reed the air is pushed between the reed and the instrument.

Self Reflection: RED AMBER GREEN Parent/Guardian Signature: _____

Due Date:

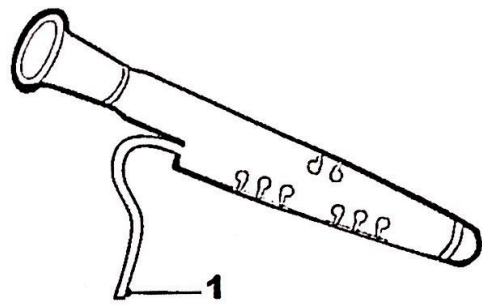
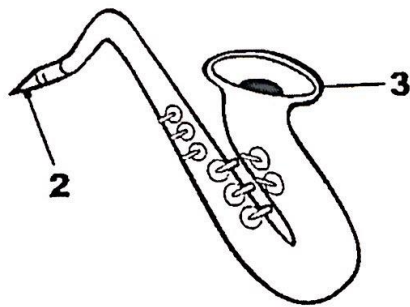


Instruments of the Orchestra Homework 3: The Woodwind Family 2

THE WOODWIND FAMILY 2

Label the diagrams and answer the questions using the words provided below. Then colour the diagrams.

Blowing	Single reed	Tenor Saxophone	Air	Bell
Bass clarinet	Double	Double reed	Vibrates	
Bassoon	Single	Saxophone	Metal	



1 =

2 =

3 =

1 The pictures above are of a _____ and a _____

2 This silhouette is of a _____



3 Unscramble this word: TOSONERXPONAHE _____

4 A saxophone is made of _____

5 You play a woodwind instrument by _____ through it.

6 The reed _____ as _____ is blown through it.

7 A double bassoon has a _____ reed.

8 A bass clarinet has a _____ reed.

Self Reflection: RED AMBER GREEN

Parent/Guardian Signature: _____

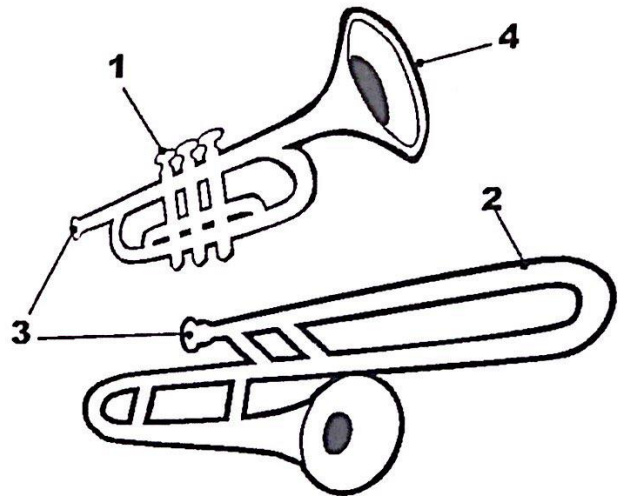


Instruments of the Orchestra Homework 4: The Brass Family



THE BRASS FAMILY

Label the diagrams and answer the questions using the words provided below. Then colour the diagrams.

- | | |
|-----------------|--------------------|
| Trombone | French Horn |
| Bell | Slide |
| Three | Mouth piece |
| Trumpet | Metal |
| Valves | Tuba |
| Blowing | Trumpet |
| Trombone | |



1= 2= 3= 4=

- 1 The pictures above are of _____ and _____
- 2 This silhouette is of a  _____
- 3 Unscramble this word: UMTPTRE _____
- 4 There are _____ valves on a trumpet.
- 5 The trumpet, trombone, tuba and french horn are made from _____
- 6 This silhouette is of a  _____
- 7 You play a brass instrument by _____ raspberries through it.
- 8 Unscramble this word: BTMETONOR _____

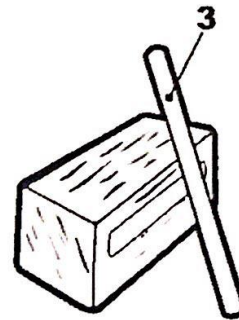
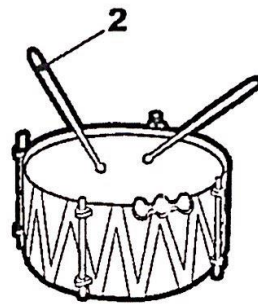
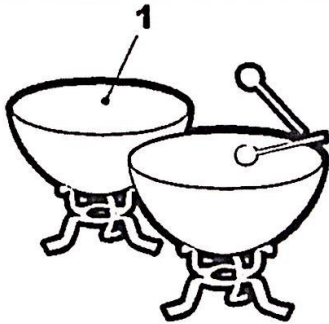


Instruments of the Orchestra Homework 5: The Percussion

THE PERCUSSION FAMILY

Label the diagrams and answer the questions using the words provided below. Then colour the diagrams.

- | | | | | |
|---------------|------------|------------|---------|----------|
| Scraping | Drumskin | Beater | Wood | Shaking |
| Vibraphone | Snare drum | Drum stick | Bongos | Triangle |
| Timpani drums | Wood block | Metal | Hitting | |



1 =

2 =

3 =

1 The pictures above are of _____, _____ and _____

2 This silhouette is of a _____

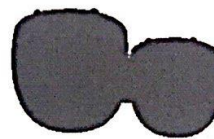


3 Unscramble this word: ONIPVRHEBA _____

4 A Glockenspiel is made of _____

5 A Xylophone is made of _____

6 This silhouette is of _____



7 You play a percussion instrument by _____, _____ or _____ it.



Due Date:

Scottish Music Homework

Topic: Robert Burns

Task: Imagine you are a researcher for a music magazine. You have been asked to interview the Scots poet and song writer, Robert Burns.

You need to complete the interview and then write up the information to hand on to one of the magazine's article writers.

What you need to do:

Write 15 questions to ask Robert Burns.

Research the answers to your questions on the internet or in the library.

Get a picture of Robert Burns to accompany your article.

Present your questions, the answers and the picture neatly on a page of A4 paper.

Your homework project could be handwritten or completed on a word processor. The photo could be drawn on or copied from the internet. Make sure your name and class is on your work. If you have any issues completing the work, remember to ask your teacher before the return date.

Self Reflection: RED AMBER GREEN

Parent/Guardian Signature: _____



S1 Pentatonic Composition



My composition is a _____.

This means it has ___ beats in the bar and a _____ tempo.

A pentatonic composition uses only _____ notes.



Understanding Music Assessments

Unit 1: Welcome to Music		Mark		Percentage	
What did you do to prepare for this assessment?			How will you prepare for the next assessment?		
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	Happy, I performed well.		Pleased with parts of it, but I could still improve.		Disappointed, but I know how to improve.
Unit 2: Instruments of the Orchestra		Mark		Percentage	
What did you do to prepare for this assessment?			How will you prepare for the next assessment?		
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	Happy, I performed well.		Pleased with parts of it, but I could still improve.		Disappointed, but I know how to improve.
Unit 3: Scottish Music		Mark		Percentage	
What did you do to prepare for this assessment?			How will you prepare for the next assessment?		
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	How do you feel about your mark?	Happy, I performed well.		Pleased with parts of it, but I could still improve.	
Unit 4: Pop Music		Mark		Percentage	
What did you do to prepare for this assessment?			How will you prepare for the next assessment?		
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	Happy, I performed well.		Pleased with parts of it, but I could still improve.		Disappointed, but I know how to improve.
			Average %		

Understanding Music Assessments



Unit 1: Musicals		Mark		Percentage	
	What did you do to prepare for this assessment?	How will you prepare for the next assessment?			
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	Happy, I performed well.	Pleased with parts of it, but I could still improve.	Disappointed, but I know how to improve.		
Unit 2: World Music		Mark		Percentage	
	What did you do to prepare for this assessment?	How will you prepare for the next assessment?			
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	Happy, I performed well.	Pleased with parts of it, but I could still improve.	Disappointed, but I know how to improve.		
Unit 3: Film Music		Mark		Percentage	
	What did you do to prepare for this assessment?	How will you prepare for the next assessment?			
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	How do you feel about your mark?	Happy, I performed well.	Pleased with parts of it, but I could still improve.		
Unit 4: Jazz and Blues		Mark		Percentage	
	What did you do to prepare for this assessment?	How will you prepare for the next assessment?			
Name the concepts that the assessment suggests you need to revise:					
How do you feel about your mark?	Happy, I performed well.	Pleased with parts of it, but I could still improve.	Disappointed, but I know how to improve.		
				Average %	

S1 Performing Skills



Keyboard

	Task 1					Task 2					Task 3					Task 4					Task 5			Task 6										
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	1	2	3	1	2	3	4		
Pupil																																		
Peer																																		
Teacher																																		



Tuned Percussion



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Pupil																				
Peer																				
Teacher																				

Acoustic Guitar



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Pupil																				
Peer																				
Teacher																				

(If you play another instrument, write it in here.)


Piece

Pupil				
Peer				
Teacher				

Your teacher will tell you which emoji to follow for each piece.

S1/2 Performing Skills


Keyboard

I can find middle C on a keyboard.	
I can play a melody using the notes C-G with the correct fingering.	
I can play a melody that includes quavers.	
I can turn on the accompaniment feature on the keyboard.	
I can play single fingered chords with my left hand.	
I can play the right hand melody and left hand chords at the same time. 	
I can select an appropriate backing track for my piece.	
I can play a right hand melody along with a backing track.	
I can select an appropriate tone/voice for my piece.	
I can play a minor chord with my left hand.	


Glockenspiel



I can find middle C on a glockenspiel.	
I can play a melody using two beaters.	
I can play melodies which use up to 10 different notes (low C to high E)	
I can play with a clear, ringing tone.	
I can play pieces that include quavers.	
I can play melodies which use up to 12 different notes (low C to high G) 	
I can play pieces that include rests.	
I can play pieces that include dotted rhythms.	
I can play pieces that include accidentals.	
I can play chords.	
I can play with an accompaniment.	



Acoustic Guitar

I can hold the guitar accurately and play using "walking fingers."	
I can play pieces using 3 different notes on the 1 st string.	
I can play with a clear, ringing tone.	
I can play pieces using 3 different notes on the 2 nd string.	
I can play pieces that use notes on the first and second string. 	
I can play pieces that include dotted rhythms.	
I can play pieces that use the 1 st , 2 nd and 3 rd strings.	
I can play pieces that include quavers.	
I can play 4 different chords.	
I can play 8 different chords.	
I can play with an accompaniment/melody.	

S1/2 Performing Skills

Voice	
I can sing with secure intonation.	
I can follow a piano accompaniment to begin phrases at the correct time.	
I can sing songs which have a range of an octave.	
I can sing songs which make use of even rhythms.	
I can sing songs which make use of stepwise movement. 	
I can sing songs which have a range greater than an octave.	
I can sing songs which make use of dotted or off beat rhythms.	
I can sing songs which make use of stepwise and leaping movement.	
I can perform songs with dynamic contrast.	
I can perform songs with convincing mood and character. 	


Bass Guitar	
I can hold the guitar accurately and play using "walking fingers."	
I can play with a clear, ringing tone.	
I can play pieces that use open strings.	
I can play pieces that include even rhythms.	
I can play pieces that frets.	
I can play confidently on my own. 	
I can play pieces that include quavers.	
I can play pieces that include dotted rhythms.	
I can play confidently and in time with a group of performers. 	


Drum Kit	
I can play with two way coordination.	
I can keep time using two different drums.	
I can play in 4/4 time.	
I can play in 3/4 time.	
I can play with three way coordination. 	
I can play a rock rhythm.	
I can play a waltz rhythm.	
I can play with 4 way coordination.	
I can play a disco rhythm.	
I can play a shuffle rhythm. 	

Group Performance

Piece	Level	Date	I could play my part accurately during individual practise.			I could play my part accurately whilst others played.			I followed the directions of the group leader.			I followed the performance directions in the music.			I supported others in the class.			What will you try to improve in the next group performance?	How will you do this?
			Pu	Pe	T	Pu	Pe	T	Pu	Pe	T	Pu	Pe	T	Pu	Pe	T		

"Pu" = Pupil "Pe" = Peer "T" = Teacher

Level 3 = 

Level 4 = 

Homework

Complete the table to track your homework.

Key: ✓ = Completed and submitted on time. L = completed but submitted late. X = not submitted

	Q1	Q2	Q3	Q4	Q5	Voc	String	WW1	WW2	Brass	Perc	Burns
S1												
	1	2	3	4	5	6	7	8	9	10	11	12
S2												

Behaviour

	Excellent	Good	Inconsistent	Unsatisfactory
S1: Term 1				
S1: Term 2				
S1: Term 3				
S1: Term 4				
S2: Term 1				
S2: Term 2				
S2: Term 3				
S2: Term 4				

Effort

	Excellent	Good	Inconsistent	Unsatisfactory
S1: Term 1				
S1: Term 2				
S1: Term 3				
S1: Term 4				
S2: Term 1				
S2: Term 2				
S2: Term 3				
S2: Term 4				

Developing Social Skills in Music

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 3-04a

S1: Aug - Dec	😊	😐	😞
Being polite.			
Smiling at others.			
Being organised.			
Working hard.			
Asking for help.			
Waiting patiently for the teacher.			
Respecting the property of others.			

S1: Jan - June	😊	😐	😞
Following instructions.			
Including everyone.			
Working as part of a team.			
Sharing materials.			
Using quiet voices.			
Supporting each other.			
Contributing equally to a group task.			

S2: Aug - Dec	😊	😐	😞
Being able to evaluate my own work.			
Identifying next steps for improvement.			
Controlling my behaviour.			
Being responsible.			
Ignoring distractions.			
Working independently.			
Staying focussed.			

S2: Jan - May	😊	😐	😞
Listening to and showing interest in what others are saying.			
Valuing other people's opinions.			
Sharing decision making.			
Noticing other people's feelings.			
Showing sensitivity to other people's feelings.			
Reaching an agreement about a situation.			
Taking turns when talking.			

My 3rd Level Experiences and Outcomes Tracker

Add a note to the correct melody when you complete a task.

I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear.



EXA 3-16a

I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.



EXA 3-17a

I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals.



EXA 3-19a

Presenting

e.g

A musical staff with a treble clef. A single note is placed on the second line from the bottom. The note is a quarter note with a black oval head and a vertical stem.

Creating

An empty musical staff with a treble clef, consisting of five horizontal lines.

Evaluating and Analysing

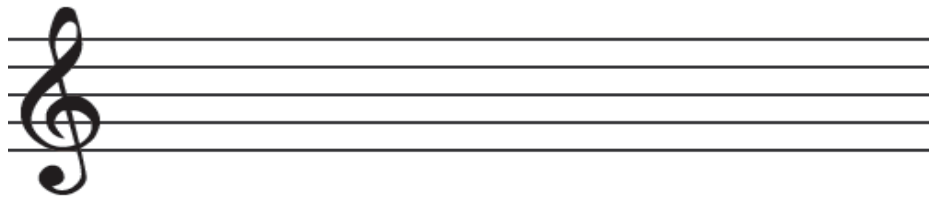
An empty musical staff with a treble clef, consisting of five horizontal lines.

My 4th Level Experiences and Outcomes Tracker

Add a note to the correct melody when you complete a task.

I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear.

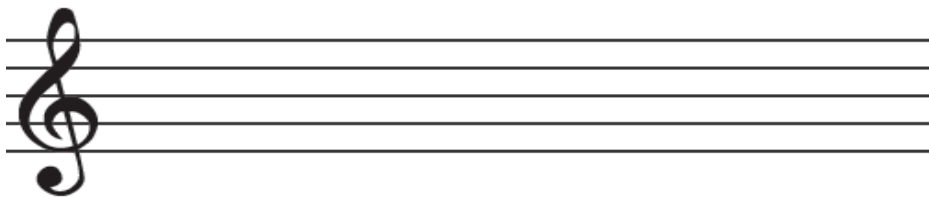
EXA 4-16a



Presenting

I can use my chosen vocal and/or instrumental skills to improvise and compose, showing developing style and sophistication.

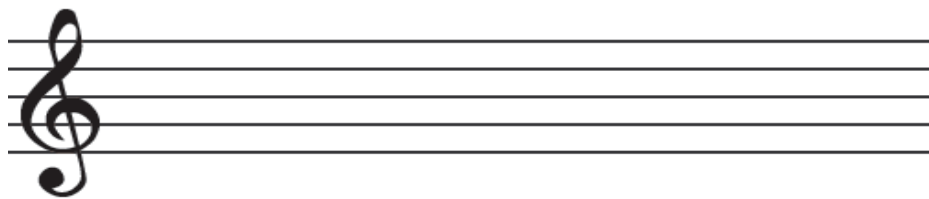
EXA 4-17a



Creating/Presenting

I can use music technology to compose, record and produce music and to enhance performance.

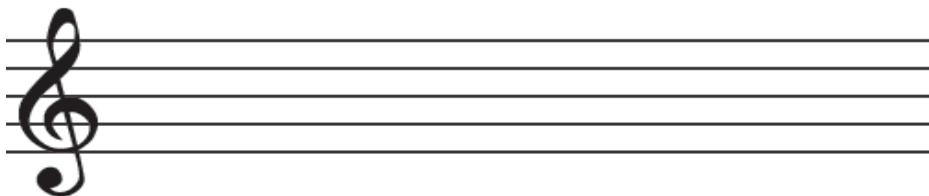
EXA 4-17b



Creating

Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas.

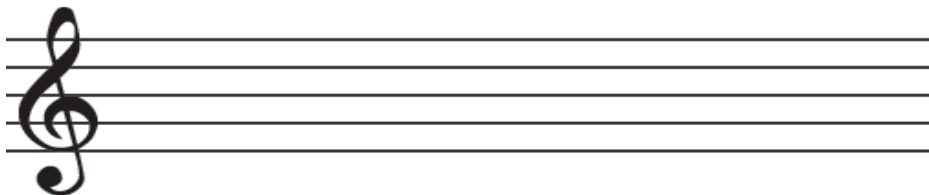
EXA 4-18a



Creating

Having reflected on my personal experiences, including participation and engagement with professionals, I can listen to a wide range of music and identify and analyse technical aspects, make informed judgments and express personal opinions on my own and others' work.

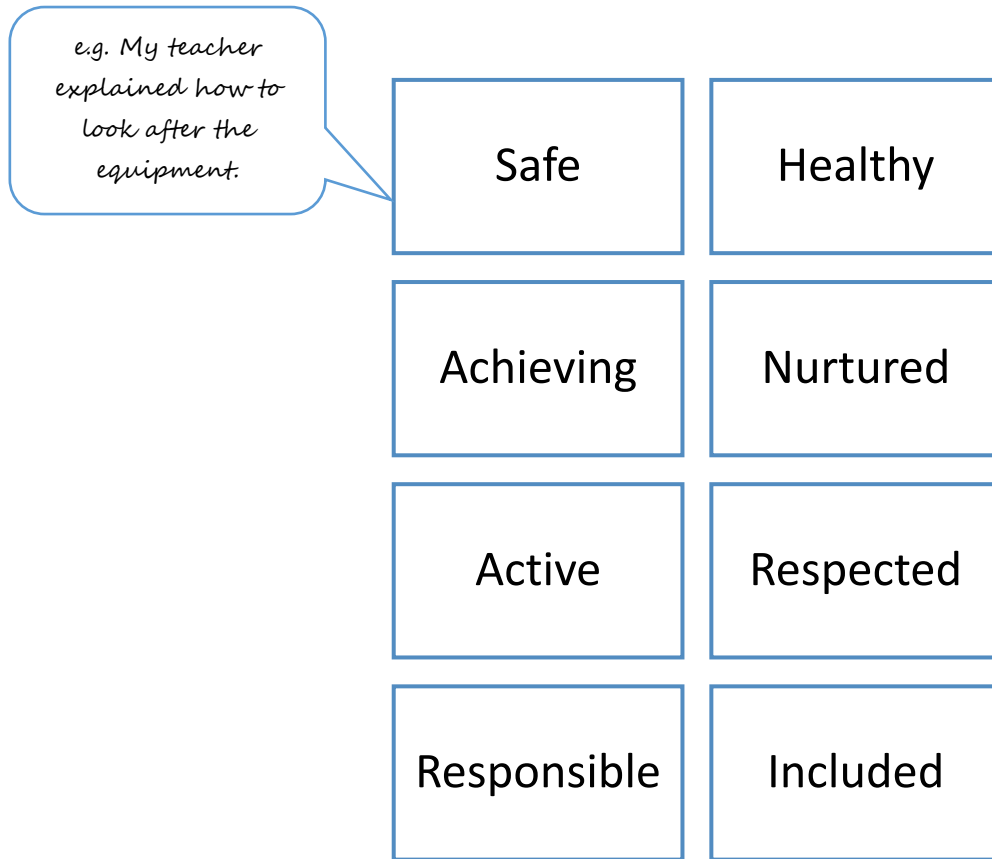
EXA 4-19a



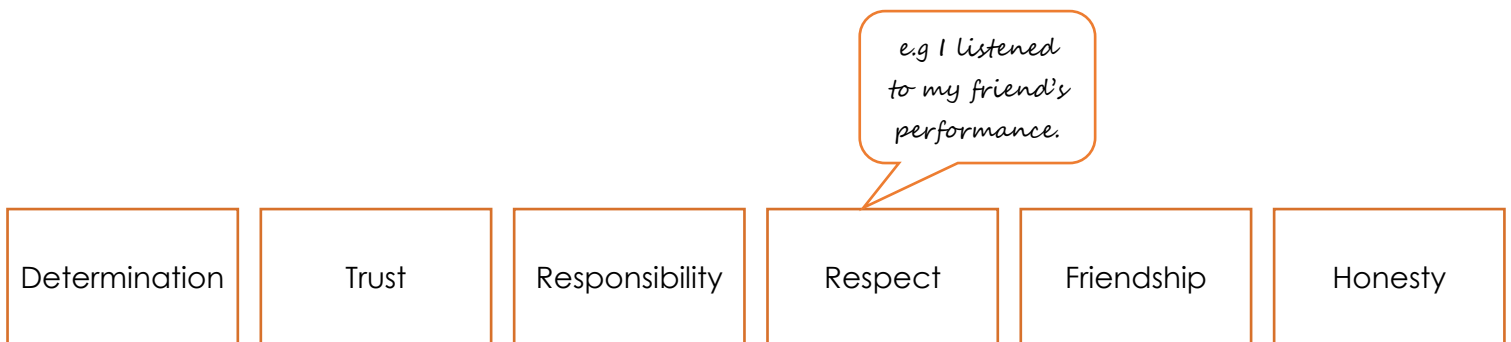
Evaluating and Analysing

My Wellbeing in Music

Look at the words in the mind map below. Add in any occasion/s when you have felt like this in Music.



Now do the same for the school values.



All About Me



Do you already play an instrument? If so what?

Who is your teacher?

How long have you been playing?

Have you achieved any grades yet?

Are you involved in any music or drama groups? Tell us about them in the box below.