



SOUTH WILTS GRAMMAR SCHOOL

Year 8 Standards – MUSIC

Knowledge/skills	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
Performing NB – the difficulty of repertoire to be performed in Year 8 is higher than in Year 7, and so the wording of the standards for Performing is the same.	• Hold own part in a group performance. • Know how other parts fit together. • Improvise melodies and rhythms in a group performance. • Perform in time with others. • Follow the directions of a leader or conductor of when to start or stop. • Be able to perform accurately and fluently in a performance for some of the time.	• Perform substantial parts from memory and from notation. • Perform in different styles, making important contributions to group work and using relevant notations. • Improvise melodies and rhythms well. • Perform in time when performing independently, or holding time well when in a group. • Follow the directions of a leader or conductor including changes within musical elements during the performance (e.g. dynamics or tempo) • Be able to perform accurately and fluently all of the time, with only the occasional minor mistake.	• Make expressive use of tempo, dynamics, phrasing and timbre; make subtle adjustments to fit part within group performance. • Improvise in different styles, sustain and develop musical ideas. • Adapt, develop, discard and extend musical ideas in different styles and traditions, as appropriate. • Be a successful group leader, conducting/leading a performance which includes changes within musical elements during the performance (e.g. dynamics or tempo) • Perform accurately and fluently all of the time.





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Composing	• Compose for different occasions, musical styles or genres, successfully using some associated musical features. • 'Record' your music using some form of notation. • Vary musical elements within a composition.	• Compose convincingly in musical styles, for a specific occasion or purpose. • Use basic score notation to record work. • Use musical elements convincingly within a composition.	• Compose in a way that shows complete understanding of a musical style, using musical elements stylistically. • Develop musical ideas within a composition • Adapt, improvise, develop, discard musical ideas as appropriate. • Use score notation to plan, record, revise and refine composition work.
Listening and Appraising	• Describe and evaluate different pieces of music using musical vocabulary. • Recognise changes in instrumentation, pitch, rhythm, dynamics and tempo aurally. • Refine and improve own work and the work of others by commenting on how well the music matches the occasion, purpose or style/genre.	• Recognise changes in texture, structure, tonality and harmony aurally most of the time. • Comment on the success of own work or the work of others in reference to specific musical elements. • Recognise different musical styles aurally.	• Evaluate how music reflects the time and place in which it is created, performed and heard. • Recognise changes in texture, structure, tonality and harmony aurally. • Evaluate and make critical judgements about use of musical conventions and other musical features, including how these can be heard in the music, in order to improve your own and others' work.

