



## Year 8 Composing Melodies

| Stage      | Description   |  |  |   |
|------------|---|--|--|---|
|            | Theory  | Composition  | Understanding  | Listening   |
| Emerging   | 1-3/14<br>Understand the definition of a sequence   | Attempt to follow the compositional rules and attempt to create a musical melody   | 1-3/15<br>Can name some compositional devices.   | 1-3/15<br>Recognise some of the easier compositional devices          |
| Developing | 4-6/14<br>Try to analyse sequences in staff notation  | Follow the all of the compositional rules and attempt to create a musical melody   | 4-6/15<br>Can understand and describe meanings of compositional devices.               | 4-6/15<br>Recognise all of the easier compositional devices           |
| Secure     | 7-11/14<br>Successfully analyse sequences in staff notation and attempt to create a sequence using staff notation with some success.                | Create a musical melody successfully using all of the rules, harmonised the melody with chords.  | 7-11/15<br>Apply understanding of a range of music terminology (features and devices). | 7-12/15<br>Recognise some of the more difficult compositional devices |
| Excellence | 12-14/14<br>Successfully analyse sequences in staff notation and apply sequence understanding to create a successful sequence using staff notation. | Create a musical melody successfully using all of the rules, harmonised the melody with chords successfully and create an independent bass line/counter melody | 12-15/15<br>Analyse examples of compositional devices.                                 | 13-15/15<br>Recognise all of the more difficult compositional devices |