

**Learning Outcomes**  
**Music – Middle**  
**Level 7**

Year 7	Year 8
<i>Learning Area Outcome: I am able to connect visual and performing arts to contexts of time, place, and community, and develop understanding of how music reflects and influences society, culture and identity.</i>	
<b>Subject Focus: Music in context</b>	
I can explain the relationship between music and dance (in different historical contexts)	I can explain the relationship between music and dance (in different historical contexts)
I can identify different types of ceremonial music and understand the difference between the uses of sacred and secular music.	I can identify different types of ceremonial music and understand the difference between the uses of sacred and secular music.
I am able to comment about music composed during the Baroque, Classical, Romantic, and Modern Period. I can explain the common features of music of these periods and discuss why it might have been composed the way it was.	I am able to comment about music composed during the Baroque, Classical, Romantic, and Modern Period. I can explain the common features of music of these periods and discuss why it might have been composed the way it was.
	I can identify Maltese folk music and discuss how it relates to culture, politics and historical context
	I can create a piece of music in the style of Maltese folk music, and comment about the type music and how it has evolved and passed from one generation to another.
	I can identify how a storyline is reflected in music looking at various examples of this, such as għana and opera.
	I can explore Maltese ensemble and orchestral music. I can place various compositions in their cultural contexts.

<b><i>Learning Area Outcome: I am able to identify, describe and respond to contrasts within musical elements, and explore and discuss the characteristics and defining features of contrasting styles of music.</i></b>	
<b>Subject Focus: Responding to music</b>	
I can improvise movement both individually and in a group in response to a piece of music.	I can improvise movement both individually and in a group in response to a piece of music.
I can draw on my knowledge of tempo, rhythm, dynamics, performance styles and context to justify my choice of movement.	I can draw on my knowledge of tempo, rhythm, dynamics, performance styles and context to justify my choice of movement.
I can comment about my own and others' interpretation of music through discussion.	I can comment about my own and others' interpretation of music through discussion.
I can improvise a simple piece of music, identifying a rhythmic and melodic phrase.	I can improvise a simple piece of music, identifying a rhythmic and melodic phrase.
I can use music to inspire a story and explain how it has inspired the story.	I can retell a folk or traditional tale through music, integrate other art forms to tell this tale and comment on how the music has interacted with other art forms to tell the story.
	I can identify how different moods are created in music and am able to give examples which refer to instruments, tempo and dynamics.
<b><i>Learning Area Outcome: I am able to evaluate music across a range of historical periods, genres, styles and traditions; I can review my work and that of my peers accurately.</i></b>	
<b>Subject Focus: Evaluating music</b>	
I can evaluate music more fully using a variety of different methods, listen to music critically, comment on the devices used to create the music and draw on the contextual knowledge of the music to do this.	I can evaluate music more fully using a variety of different methods, listen to music critically, comment on the devices used to create the music and draw on the contextual knowledge of the music to do this.
I can comment about the structure of a piece of music and demonstrate my understanding of form.	I can comment about the structure of a piece of music and demonstrate my understanding of form.
I can evaluate my own work and reflect upon the effectiveness of a creative expression.	I can evaluate my own work and reflect upon the effectiveness of a creative expression.
I can use wider musical terminology in my evaluations.	I can use wider musical terminology in my evaluations.
I can identify different groups of instruments, comment on the sound qualities of these instruments and how they are used to create character and mood.	I can identify different groups of instruments, comment on the sound qualities of these instruments and how they are used to create character and mood.

I can compare and contrast different performances of the same composition.	I can compare and contrast different performances of the same composition.
	I can draw on my knowledge of the context and purposes of music, to evaluate my work as an active listener.
<b><i>Learning Area Outcome: I am able to identify and evaluate the elements of music in a given piece, and demonstrate an understanding of its cultural, artistic, and historical context; I am able to follow a simple score and perform in front of an audience.</i></b>	
<b>Subject Focus: Performing</b>	
I can perform more varied music from memory, graphic and/or basic traditional notation.	I can perform more varied music from memory, graphic and/or basic traditional notation.
I can perform in a way that is appropriate to the style and purpose of the music.	I can perform in a way that is appropriate to the style and purpose of the music.
I am able to perform more varied rhythmic and melodic accompaniments with others.	I am able to perform more varied rhythmic and melodic accompaniments with others.
I can balance my accompaniment appropriately to the work being performed.	I can balance my accompaniment appropriately to the work being performed.
I can say a few words about the piece I am going to perform and share information about the composer and historical context of the music.	I can say a few words about the piece I am going to perform and share information about the composer and historical context of the music.
	I can help direct a rehearsal of a small or large group and make decisions as to what to rehearse and how to rehearse.
<b><i>Learning Area Outcome: I can interpret a variety of artistic forms, recognising and evaluating traditional, historical and contemporary works and identifying possible meanings.</i></b>	
<b>Subject Focus: Improvising</b>	
I can improvise using a simple melody.	I can improvise using a simple melody.
I can understand the difference between composition and improvisation.	I can understand the difference between composition and improvisation.
I can improvise new vocal parts for songs that I have learnt.	I can improvise new vocal parts for songs that I have learnt.

<b><i>Learning Outcome: I can draw on my experiences and perspectives to develop musical ideas; I know about different sounds and the potential of sound for generating ideas and for communicating feelings.</i></b>	
<b>Subject focus: Developing ideas in Music</b>	
Imitate contrasting rhythmic phrases in simple metres (e.g. $2_4, 4_4$ ). Improvise with these phrases over an ostinato pattern.	Imitate contrasting rhythmic phrases in simple metres (e.g. $2_4, 4_4$ ). Improvise with these phrases over an ostinato pattern.
Read, interpret and play from symbolic representations of sounds (e.g. graphic notation), and create and present a short simple melody, using appropriate symbolic representation to illustrate variations in pitch and dynamics.	Read, interpret and play from symbolic representations of sounds (e.g. graphic notation), and create and present a short simple melody, using appropriate symbolic representation to illustrate variations in pitch and dynamics.
Create and present musical ideas, using percussion instruments and found sounds, to illustrate moods or feelings expressed in a picture or poem, and record the ideas, using simple notation or symbolic representations of the sounds	Create and present musical ideas, using percussion instruments and found sounds, to illustrate moods or feelings expressed in a picture or poem, and record the ideas, using simple notation or symbolic representations of the sounds
Improvise simple melodic phrases while playing or singing over an ostinato that uses selected pitches, and experiment with contrasting tempos and dynamics to represent different emotions.	Improvise simple melodic phrases while playing or singing over an ostinato that uses selected pitches, and experiment with contrasting tempos and dynamics to represent different emotions.
<b>Learning Area Outcome: I can use my voice as an instrument to make music, sing as an artistic expression, and as a means to learn different aspects of music; I can improve tone production and use diction and other vocal techniques.</b>	
<b>Subject Focus: Using my voice</b>	
I can sing a range of songs in different popular music and art styles adjusting my tone accordingly and using correct diction.	I can sing a range of songs in different popular music and art styles adjusting my tone accordingly and using correct diction.
I can use the correct phrasing when singing various works from diverse genres.	I can use the correct phrasing when singing various works from diverse genres.
I am aware of different tessitura and vocal registers and how they differ from one person to another.	I am aware of different tessitura and vocal registers and how they differ from one person to another.

I can sing songs with rhythmic and melodic accompaniments that others have created.	I can sing songs with rhythmic and melodic accompaniments that others have created.
<b><i>Learning Area Outcome: I can interpret, communicate and present performances in a number of performative modes, in the presence of an audience.</i></b>	
<b>Subject Focus: Playing instruments</b>	
I can play a wider range of pieces, identify when I am playing a bass line, or a melody line and I can identify which instruments might play bass, or melody.	I can play a wider range of pieces, identify when I am playing a bass line, or a melody line and I can identify which instruments might play bass, or melody.
I can play the recorder and/or some tuned/untuned percussion instruments.	I can play the recorder and/or some tuned/untuned percussion instruments.
I can play in a group with/without a conductor.	I can play in a group with/without a conductor.
I can confidently play melodies and rhythms from memory.	I can confidently play melodies and rhythms from memory.
	I can play more fluently from a simple score.
<b><i>Learning Area Outcome: I know how to learn and update my knowledge of the arts through the use of technology.</i></b>	
<b>Subject Focus: Using technology – Promoting Digital Literacy</b>	
I can record music that I have created, and use it as required.	I can record music that I have created, and use it as required.
	I can use technology as part of the rehearsal process and I am able to improve the level of the work and discuss the improvement made.
	I can use software to create my own samples and use these samples along with pre-existing samples to create a piece of music which I can then layer, to contain different textures and include dynamics in the work.

<b><i>Learning Area Outcome: I can read and follow graphical and standard musical notation and apply this knowledge in my work.</i></b>	
<b>Subject Focus: Notation</b>	
I can use computer programmes which are not necessarily music software to create my own graphic notation.	I can use computer programmes which are not necessarily music software to create my own graphic notation.
I can notate more complex melodic and rhythmic compositions using my own graphic notation.	I can notate more complex melodic and rhythmic compositions using my own graphic notation.
	I can learn to play a simple rhythm and melody from conventional staff notation. I can play this fluently with others.
<b><i>Learning Area Outcome: I understand that imaginative activity contributes to the culture, creativity and wealth of Malta. I am aware of professional arts companies, galleries, museums, cultural organisations and musicians/artists in Malta and the wider world and understand their role in the arts.</i></b>	
<b>Subject Focus: Communication, participation and interaction in performances and presentations.</b>	
I can create and present musical ideas using instruments, voice and sounds to show moods or feelings.	I can create and present musical ideas using instruments, voice and sounds to show moods or feelings.
I can communicate and interact with different audiences.	I can communicate and interact with different audiences.
	I keep myself informed about the local music scene and about any developments in music around the world using various types of media.
	I can discuss the origins of different songs, and make links between how the music may have been performed in the past and how it might be performed now.

<b><i>Learning Area Outcome: I know how to learn and update my knowledge of the arts.</i></b>	
<b><i>Subject Focus: Developing, and widening one's knowledge in music</i></b>	
I can categorise voice types, their quality of tone and identify ensemble groupings.	I can categorise voice types, their quality of tone and identify ensemble groupings.
I can identify certain forms of music.	I can identify certain forms of music.
I can identify and discuss a wide range of musical instruments.	I can identify and discuss a wide range of musical instruments.
I can identify the ways in which people engage in music, e.g. performer, listener, teacher.	I can identify the ways in which people engage in music, e.g. performer, listener, teacher.
I can identify the ways in which music is made available through live performances, recorded performances, CDs and downloads.	I can identify the ways in which music is made available through live performances, recorded performances, CDs and downloads.
	I can make connections between performances attended in my community and aspects of my music-making.
	I am able to roughly recognise the country of origin or some folk music I listen to and perform.