2026-7 Year 8 Information & Support for Students & Parents/Carers

Mid-Year Assessment

Montsaye Academy
The best in everyone™
Part of United Learning

This guide includes:

1. How to prepare an effective environment for studying or revising
2. How to manage your time effectively
3. Learning and memory tools – tips for revision
4. Exam day checklist
5. What to do during the exams
6. Support and Guidance for KS3 Examined Subjects

1. How to prepare an effective environment for studying or revising

It is important to find a place where you can concentrate and study properly. You need to have the resources you need available e.g. textbooks, revision guides, school exercise books and access to the internet for online resources. However, you should also try to avoid having too many distractions.
It is advisable to work in a quiet room with an open window for plenty of fresh air. Make sure you have a bottle of water as it is hard to concentrate if you are dehydrated.

2. How to manage your time effectively When should I start revising?
Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Exams a few weeks before they take place. Many subjects will do some revision in lessons prior to the exams but it is important to do your own revision as well.

Do I need a revision schedule?
It is important that you know when your exams are taking place. The exam timetable will be on the school website. Your tutors and subject teachers will also tell you when your exams are taking place. It is a good idea to plan a revision schedule to ensure you are ready for each exam. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute. Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you cannot revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

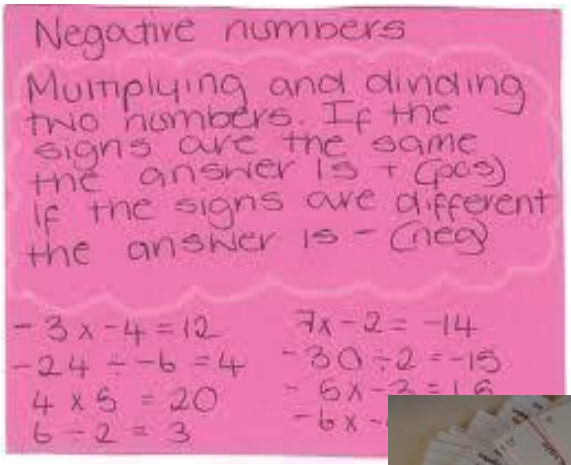
How much time should I spend revising?
You will probably want to spend more time on subjects you find more difficult. 20 minutes per session is recommended, then having a break and moving on to another topic or subject in the build-up to exams, though the amount will vary from subject to subject. Follow your teachers' advice.

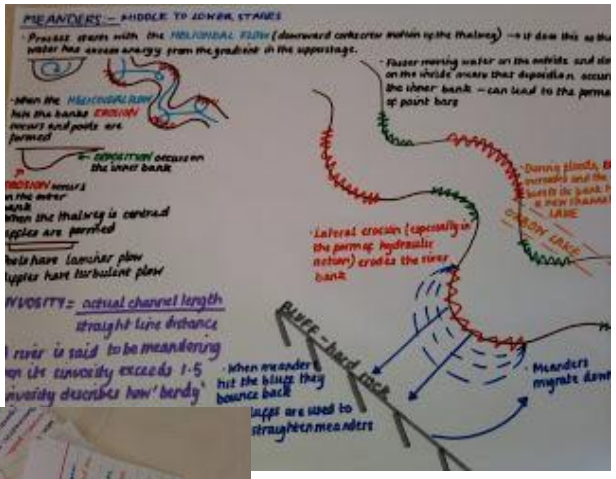
3. Learning and memory skills – tips for revision What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information for your year group from the support and guidance section for subjects. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure ask your teachers!

Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn. For example:







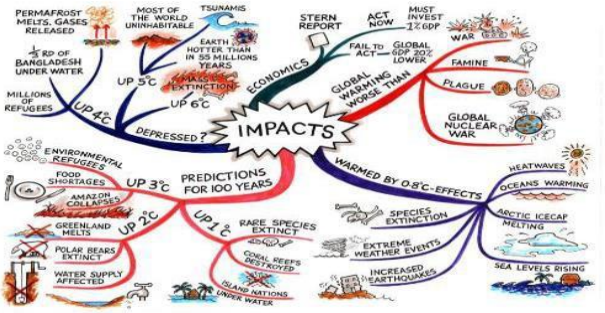
Use memory techniques

A variety of memory techniques can be used such as

a. Making up rhymes/songs

Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise things you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject. Examples are below·



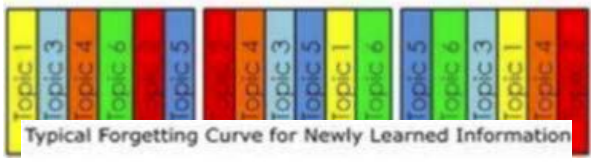
Organising Revision

What does research say?

Blocking your revision - focusing on one topic for a long time then moving on to a new topic - is not the best way to revise.

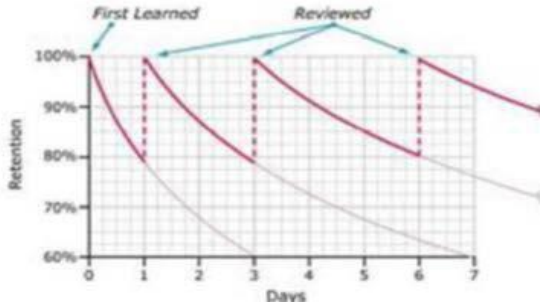
Blocking vs interleaving





What does research say?

Ebbinghaus's famous forgetting curve shows that the brain naturally "forgets" information. If we revisit previously covered topics after some time has elapsed, we have a greater chance of remembering more of the information.



Interleaving your topics is far more effective! The research suggests that when you plan your revision timetable, mix your topics and your subjects up (Interleaving). It may *seem* sensible to concentrate on a single topic in History for 3 straight nights, but you will actually remember more if you interleave with different subjects and topics. Remember to revisit (Spacing) what you are revising regularly.

Reading around the topic
Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

Get tested
Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information. You can also ask your parents or older siblings to test you.
Alternatively, you could explain what you have learnt to a friend.

Do practice questions

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent/carer to do this for you.

4. Exam day (or night before) check list

- Get a good night's sleep
- Pack your bag with the correct equipment
- Check the time of your exam so there are no last minute surprises
- Eat a healthy breakfast
- Have plenty to drink (water is best)
- Leave home in plenty of time so you are not rushed and are as calm as possible
- Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning

5. What to do during an exam

- Try to relax and not to worry
- Read the instructions on the front of the exam paper
- Read the questions carefully
- Highlight any key words/command words to help you understand the question
- Complete all the questions you are asked to
- Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- If you get stuck, move on to the next question and come back to it later
- Leave time at the end to check through your answers carefully
- If you are really unsure what the question is asking you then have a guess.

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Mathematics

Contact: jellis@montsaye.org

Students will be sitting one paper – 45 minutes - for their mid term assessment. The assessment will be in the week beginning 25th January. This will assess the knowledge students have obtained since September and general mathematical skills.

Topics to be covered in the assessment

Unit	Topic	Sparx topics
8.01	Powers and Roots	M135
8.02	Prime Factorisation	M322, M823, M108
8.03	Rounding	M994, M131, M878
8.04	Fractions	M410, M671, M601, M835, M931, M157, M197, M110, M265, M645, M619
8.05	Solving equations	M707, M509, M387, M554, M634, M647, M401 M957,
8.06	Angles in parallel lines	M163, M606
8.07	Circumference	M595, M169

Content from year 7 may also be present in the assessment.

Below are some resources to help students revise and prepare for their exam:

Websites:

- Sparx Maths – independent learning
- Corbett Maths – videos and practice questions
- Maths Genie – videos and practice

Class Exercise books:

- Examples for each topic in black pen
- Independent practice
- Formative 'blue sheet' tasks

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

English

Contact: fal-hamali@montsaye.org

The English Mid-Year assessment comprises one Reading (45 minutes) and one Writing paper (30 minutes). These papers will assess the knowledge and skills students have developed since September.

Skill	What students need to know and be able to do
1. Comprehension	• Identify explicit and implicit information and ideas in a text. • Identify the purpose, audience and form of a text. • Recognise features of different text types, including drama and narrative fiction. • Identify structural features such as foreshadowing and cliffhangers. • Understand key features of the Gothic genre, including ominous settings, the supernatural and conflict.
2. Inference	• Make inferences about characters, settings, events and themes. • Support inferences with relevant textual evidence. • Explain the connotations of words and phrases. • Analyse how imagery conveys meaning and shapes the reader's understanding.
3. Academic Writing (Reading Analysis)	• Use subject terminology accurately when analysing language, structure and form. • Identify and analyse figurative language, including simile, metaphor, personification and pathetic fallacy. • Write clear topic sentences focused on the writer's presentation of a character or theme. • Embed and analyse evidence accurately.
4. Writing Narrative Fiction	• Create characters using both explicit and implicit characterisation. • Sustain an appropriate narrative voice, including first-person or third-person narration. • Use genre conventions effectively - features of Gothic writing. • Create settings using carefully chosen nouns, verbs, adjectives and adverbs to establish mood and atmosphere. • Structure writing effectively using a linear narrative considering exposition, rising action, climax, foreshadowing and cliffhangers.
5. SPaG (Spelling, Punctuation and Grammar)	• Write using Standard English. • Use precise nouns, verbs, adjectives, adverbs and adverbial phrases to communicate ideas effectively. • Organise writing using clear and purposeful paragraphing. • Use a range of punctuation accurately. • Demonstrate accurate spelling, capitalisation, sentence demarcation and use of common homophones.

Essential Revision Resources (Provided by school)

- Class books
- Knowledge Organisers
- Mid-Year Assessment Preparation Booklet (provided in January)

Supplementary Revision Resources (Useful for additional practice at home)

- CGP KS3 English Revision Guide Spelling, Punctuation and Grammar for KS3 - Workbook (with answers)
- BBC Bitesize KS3 English
- Mr Bruff Grammar Videos

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Science

Contact: lmoffett@montsaye.org

Students will be sitting three papers (20 minute) for their mid-year assessments starting the week beginning 18th January. The mid-year assessment will cover the following science topics.

Topic: Biology	Content with SPARX Science codes
7.08 – Life Processes	Female reproductive system F332
	Male reproductive system F677
	Puberty F535 & Menstrual cycle F959
	Human reproduction F857 & Gestation and birth F819
	Structure of a flower F235
	Reproduction in plants F278 & Seed dispersal F233
8.04 – Plants & their Processes	Photosynthesis F281
	Importance of photosynthesis F917
	Adaptations of leaves for photosynthesis F111
	Factors affecting photosynthesis F578

Topic: Chemistry	Content with SPARX Science codes
8.02 Earth & Atmosphere	The Earth's structure F922
	Types of rock F400
	The rock cycle F284
	Resources and recycling F431
	The atmosphere F401
	Carbon dioxide in the atmosphere F190

Topic: Physics	Content with SPARX Science codes	
8.01 Heating & Cooling	Temperature F129	Changes of state F985
	Heating & cooling F772	Heating & cooling graphs F370
	Conduction & convection F292	
	Insulators F675	Internal energy F675
	Density F785	Density and particle model F134
8.03 Forces & Motion	Forces & motion F503	Speed F886
	Distance-time graphs F331	Relative motion F646

Resources to help students revise and prepare for their exam:

- **Class exercise books.**
- Use the **Knowledge Organisers** for each topic (Montsaye website). These can be used to make revision notes on the topics covered in class
- Use **SPARX Science** (see codes above) click on 'independent learning' tab and simply enter the code for the topic you want to review and test your knowledge.
- Use BBC Bitesize to help remind you of the content and try the quizzes to test your knowledge (https://www.bbc.com/bitesize/subjects/zng4d2p).

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

History

Contact: eronald@montsaye.org

Students will sit a 60-minute mid-term assessment which will cover the topics that have been studied throughout the academic year.
The assessment will consist of the following:

Topic	Content
Tudors	• What was life like in Tudor England? • Who was John Blanke and what does he reveal about Tudor England? • Why did people criticise the Catholic Church and turn to Protestantism? • Why did Henry VIII break with the Catholic Church? • How did religion change under Edward VI and Mary I?
Elizabethan England	• Who was Elizabeth I and what problems did she face? • Why was Mary, Queen of Scots a threat to Elizabeth I? • Why did the Spanish Armada fail in 1588? • Was Elizabeth's reign really a Golden Age? • What was Elizabethan exploration like?
England in Turmoil	• What was life like in Stuart England? • Why did the Gunpowder Plot fail? • What caused the English Civil War? • Why did the Roundheads win the English Civil War? • Why were people accused of witchcraft in Stuart England?

Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books
- Knowledge organisers
- Seneca
- BBC Bitesize: https://www.bbc.com/bitesize/subjects/zk26n39
- YouTube:

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Religious Studies

Contact elopes@montsaye.org

Students will sit a 45-minute mid-term assessment covering the following content:

Origins of Islam – Muhammad, the Night of Power
Early Islam – the Hijrah, conquest of Mecca, Final sermon
Muslim practice – 5 pillars, Ramadan and Eid,
Introduction to Dharmic faiths

The question paper:

- **5 x Multiple Choice Questions worth 1 mark**. Simply choose the correct answer from a, b or c.
- **3 x 'State' 1-mark questions.** You will state a simple example or a definition.
- **2 x 'Describe' 3-mark questions.** You will describe an event, a person or an action. This could be a prophet, a festival or a practice such as hajj or sawm. You need to make 3 points for 3 marks.
- **2 x 'Explain' 4-mark questions**. Similar to a describe question. You write in detail, but you give reasons why or explain how something happened/happens. For 4 marks, give 2 detailed explanations.

Resources to help students revise and prepare for their exam:

1. Class Exercise books
2. Seneca. Tasks on seneca match the curriculum. Students can read about a topic then test their knowledge with short questions
3. Knowledge Organisers on Montsaye website
4. Reading booklet for year 8 on Montsaye website
5. BBC bitesize
    - Facts about Islam – KS3 Religious Studies – BBC Bitesize
    - Life in a Islamic community – KS3 Religious Studies – BBC Bitesize

How to revise:

Learn the key terms carefully, especially words which come from other languages.
Get somebody to test you on the meanings by reading the definitions.
Use online learning platforms such as seneca to test understanding.
Practice writing descriptions with 3 clear points eg: describe the Night of Power, Hijrah, Eid, Hajj, Ahimsa etc.
Practice writing explanations with 2 developed points: eg: explain why the 5 pillars, Muhammad, fasting is important.

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Geography

Contact: apatterson@montsaye.org

Students will sit a 35 minute assessment which will include a mixture of multiple choice questions, short answer questions which focus on describing and explaining physical processes, maps and statistical information. There will also be one long answer question which is worth 9 marks. Students will be assessed on the following topics:

Coasts

- To understand the concept of the geological timescale
- To be able to describe what rocks are, where they are found and why they are important
- To be able to categorise rock types based on their appearance
- To be able to explain how rocks are weathered by different physical, chemical and biological processes
- To be able to identify landscape features associated with different rock types
- To be able to interpret ordnance survey maps, aerial photographs, geology maps and topographic maps to identify the impact of geology and weathering
- To be able to evaluate the advantages and disadvantages of natural resource extraction

Population

- Describe how and why the world's population is changing over time.
- Understand key population terms such as:
  - Birth rate
  - Death rate
  - Natural increase
  - Life expectancy
  - Migration
  - Population density
- Explain the stages of the Demographic Transition Model (DTM).
- Identify factors that influence population growth, including healthcare, education, economic development and government policies.
- Interpret population pyramids and identify characteristics of different populations.
- Analyse maps, graphs and demographic data to identify population patterns and trends.
- Compare population characteristics between different countries and regions.
- Explain the causes and impacts of population growth and population decline.
- Understand the social, economic and environmental challenges associated with changing populations.
- Explore migration as a cause of population change and assess its impacts on places and communities.

Below is a list of resources to help students revise and prepare for their exam:

- Year 8 Knowledge Organisers
- End of Topic Assessments
- Class exercise books
- Seneca
- Bitesize

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

ART

Contact: mthomas@montsaye.org

Students are assessed holistically before each assessment point, as this provides the most accurate picture of their overall progress and achievement. This approach recognises that students have different strengths across the curriculum; for example, some may excel in practical skills such as drawing, while others demonstrate stronger analytical or written responses when exploring artists and their work.

The projects year 8 study are:

Perspective drawing

This project develops students' drawing skills through one- and two-point perspective, enabling them to create the illusion of depth, space and three-dimensional form. Students explore the work of M.C. Escher and the Surrealist movement, analysing how artists use perspective to create imaginative and thought-provoking imagery. They then apply these techniques to design and create their own surreal artwork, building confidence through a series of perspective-based drawing exercises before producing a final piece.

Abstract Project

This project develops students' understanding of shading, colour blending, tints, tones and highlights to create the illusion of three-dimensional form. Through a series of drawing and colouring exercises, students explore the appearance of water droplets, bubbles, CDs and gemstones while refining their observational and blending skills. Inspired by the work of Angie Crabtree, students learn how artists use light, colour and geometric facets to create realistic gemstone artworks before designing and producing their own original gemstone composition.

If a student would like support to develop their skills and techniques, they are welcome to attend after school sessions with their teacher.

Students can develop these skills at home through regular drawing and creative practice.

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

DT

Contact: anturner@montsaye.org

Students sit a 25 minute End of Topic assessment at the end of each material rotation (Food Preparation and Nutrition, Textiles , Systems with Processes and Product Design) which will include a mixture of multiple-choice questions, short and long answer questions. These questions will focus on the skills and techniques they have covered throughout the topic. These four End of Topic assessments are then added together to give them an End Of Year score (25% each)/

Your child will already have completed two end of topic assessments. Below are the content covered in each material area:

Food Preparation & Nutrition:

- Health and Safety in the food room
- World wide cuisine
- Using meat and the complexities
- Baking techniques

Textiles:

- Health and Safety
- Patterns and joining techniques
- Design classics
- Surface developments

Product Design:

- Health and Safety
- Use and adaptability of metals
- Computer Aided Manufacture
- Using formers and Jigs

Systems and Processes:

- Health and Safety
- Anthropometrics and Ergonomics
- Design Fixation
- Specification
- Prototyping techniques

Below is a list of resources to help students revise and prepare for their exam:

Year 8 Project Portfolio
Year 8 Knowledge organisers
Seneca
BBC Bitesize

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

PE

Contact: twing@montsaye.org

Students at Montsaye take part in two PE lessons per week. To ensure a broad PE curriculum, students rotate around different sporting activities every 4 weeks (8 lessons). Throughout a unit of work PE staff are assessing students on their ability to; learn and perform a wide range of core and advanced skills within a sport, demonstrate and apply learning of theory and tactics, in addition to their ability to learn about and apply the PE character virtue of the term.

Grades which are reported to parents twice a year, are calculated by taking; the average of the three best activity specific scores they have accumulated up until that point of the year and adding their character virtue score.
All students in Year 8 will participate in the same activities over the year. Below is an example of one rotation of activities, the order the activities are participated in will vary based on a number of different factors.

Year 8 PE
Dance, Fitness, Rugby, Basketball, Netball, Badminton, Athletics, Cricket, OAA

Themes					
Self-regulation	Teamwork	Leadership	Decision making	Problem solving	Evaluating performance.
Is focussed, resilient, competitive and demonstrates good sportsmanship. Takes onboard constructive criticism from others. Is able to win/lose graciously	Demonstrate mutual respect and works collaboratively to achieve group success. Uses and describes the benefit of different communication methods in sporting environments. Is able to motivate team members to achieve a common goal.	Effectively deliver a 2 part warm up to a small group of peers. Effectively communicate with almost all students. Reflect on what makes a good leader.	Identifies a complex situation/skill and solution and can share solutions with peers. Generates more advanced strategies and tactics to outwit an opponent or to solve a problem. Creates their own unique and interesting sequence of accurate movements in time to music or other performers.	Often makes successful decisions often concisely. Can often plan to use skills and movements which complement one another when choreographing a performance. Is able to select effective tactics in competitive situations.	Independently provides specific feedback using correct terminology for at least 1 WWW and 1 EBI. Provides 2 or more WWW/EBI using a teaching resource. Is able to identify which components of fitness are most important for a particular skill.

Basketball	**OAA**	**Netball**	**Rugby**
Rebounding Dribbling – a+c "BEEF" shooting - a+c Jump shot Lay up Pass: bounce, chest javelin pass a+c. Marking a player with the ball a+c Half court press AS: Intercepting Application skills in isolation and competitive pressure	CS: Effective team work in problem solving situations (a+c) Map Orientation – Understand basic skill of map orientation. N, S, E, W use of directions. Use of basic maps to find points. A+C Use of compasses Apply the use of pacing as a method of discovering distances between points	Moving into space Catching the ball on the move Passing a+c (short to mid) Defending the player Shooting Footwork rule (a+c) knowledge of positions and playing areas (a+c)	Ball handling and carrying skills- picking up a stationary ball, moving ball and falling on the ball Basic passing technique- pop pass, both hands Beating opponents- change of pace/direction Try scoring- grounding the ball with downward pressure
Badminton	**Dance**	**Fitness**	**Cricket**
CS: isolation and competitive - Understand key rules and court markings. Overhead clear, short and long serves. Underarm clear. Net shot – forehand and back hand Application of some tactical intent. Drive Drop shot. Application of tactical intent Smash in isolation.	Matilda Recap how the choreography shows intent. **Introduce formally Expressive Skills** to show a dance idea. **Communicating choreographic Intention, incl. mood, meaning, idea and theme. Include how these are shown throughout the dance** Challenging **choreographic devices to show intention.**	Introduction: components of fitness - linked to practical examples - fitness testing - comparing recorded data to normative data. - short term effects of exercise (a+c) and long term effects: muscle hypertrophy, increased cardiac output, lower resting HR -identifying the names of muscles	Batting: Correct grip and stance a+c Front foot drive and pull shot a+c Forwards defensive and effective running between the wickets. Fielding: Low a+c and moderate speed catching Pick up and throw to Wicket keeper a+c whilst on the move Bowling: Understand the correct bowling technique a+c perform in practise.
Athletics			
100 + 200m: a+c starting position. Phases (start, acceleration, maintaining speed finishing). Timing and recording accurately a+c 800m and 1500m: resilience a+c, pacing a+c. Long Jump, triple and high jump: rules a+c, accurate measurement a+c, safety a+c, Approach, take off, flight, landing. Javelin, Discuss, shot putt: grip a+c, initial stance a+c, basic throwing action a+c, release phase a+c, recovery phase.. Relay: hand over, team work, communication, short distances. a+c, team tactics.			

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Computer Science

Contact: slea@montsaye.org

- You will complete an assessment in lesson at the end of each project.
- The assessments are completed online, and you will be given feedback on where you did well and where you made mistakes. You get three attempts to complete the assessment, and will be awarded your highest mark.
- Over the year, your highest marks for each assessment are combined together to give you a total for the year. This total is used for your mid-year assessment and end of year assessment.
- The best way you can revise for your assessments is using montsaye.itslearning365.com. Go back through each of the missions for the project, completing the engagement activities, coding challenges and missing quizzes again.

Term	Project Assessment	Out Of
Term 1	Data Representation	40
Term 2	Your Smart Home	50
Term 3	Python Turtle	40
Term 4	Fake News	30
Term 4	HTML and CSS	30
Term 5	AI & Robotics	50

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

French

Contact: msevern@montsaye.org

Students will be tested on the skills of Listening, Reading and Writing over 2 lessons. The first lesson will cover the Listening and Reading skills; the second lesson will cover the Writing skill. Each assessment should last no longer than 40 minutes, but an entire lesson (60 minutes) will be allocated to cater for students who are entitled to extra time. All skills will cover the topics and grammar listed below. Students will prepare for the Writing over the course of a few weeks, as part of their home learning. In the Writing assessment, students will have to translate 3 sentences into the Target Language and write between 40 – 90 words on one of the topics listed below.

FRENCH

Vocabulary and structures that will be covered are:

- Usual holidays, past holidays,

  future holidays, ideal holidays.
- Past, present and future tense.
- Countries and modes of

  transport.
- Free time, weekend activities
- Where you go (aller)
- TV, film, and music
- Food, drink, and clothes vocabulary

Skills

- Listening, Reading, Writing, Translation, Phonics, Resources

to help students revise and prepare

- Knowledge organisers
- Vocab Homework
- KS3 French on Seneca
- BBC Bitesize
- Exercise books

Montsaye Academy
The best in everyone™
Part of United Learning

Respect ■ Honesty ■ Compassion

Music

Contact: athomas@montsaye.org

KS3 Music is delivered as part of a Performing Arts rotation alongside Drama. Students study Music for three half-term projects across the academic year, enabling them to develop a broad range of musical knowledge, understanding, and skills. Within each project, students complete a common assessment task that focuses on at least one of the three pillars of music education:

- **Performing** – developing practical instrumental, vocal, and ensemble skills.
- **Creating** – composing, improvising, arranging, and exploring musical ideas.
- **Critical Engagement** – listening, analysing, evaluating, and understanding music from a range of styles, genres, and traditions.

Through these projects, students build confidence as performers, develop creativity as musicians, and strengthen their understanding of how music is created, interpreted, and experienced.

TERM 1/2 TONALITY AND STRUCTURE
Develop understanding of tonality and musical textures and deepen melodic notation and keyboard skills.

Common Assessment:
- Tonality and Structure Quiz (25 marks)
- Keyboard Performance Task (75 marks)

Revision for quiz:
- https://www.youtube.com/watch?v=D8j8bYeo3Wk
- https://www.youtube.com/watch?v=4LDm-TmcSBc

TERM 3/4 HOOKS AND RIFFS
Recognise musical hooks and riffs, perform them practically and then create a minimalism composition based on a variety of riffs.

Common Assessment:
- Music Knowledge Quiz (25 marks)
- Minimalism Composition Task (75 marks)

Revision for quiz:
- https://www.bbc.co.uk/bitesize/articles/ztkftrd
- https://www.schoolofcomposition.com/hooks-and-riffs-in-music/

TERM 5/6 ENSEMBLE MUSICIAN (MUSIC FROM THE CARIBBEAN)
Understand Ska and Reggae music from Jamaica. Develop ensemble performance skills.

Common Assessment:
- Music Knowledge Quiz (25 marks)
- Ensemble Rehearsal and Performance (75 marks)

Revision for quiz:
- https://www.bbc.co.uk/bitesize/topics/z8xyxfr/watch/zqgbycw
- https://www.bbc.co.uk/bitesize/articles/zjrd8xs