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

Mid-Year Assessment

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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?

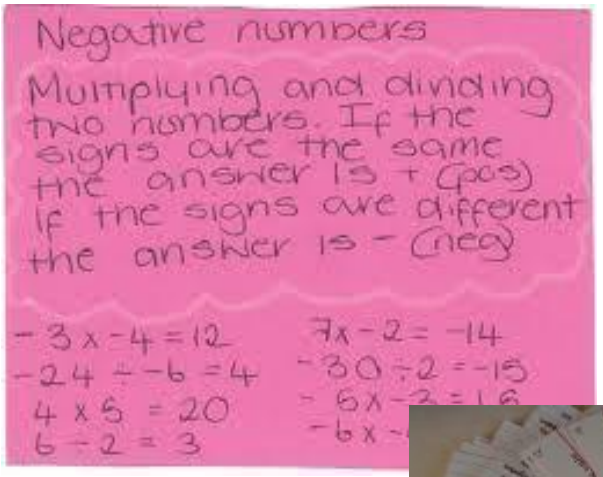
You will probably want to spend more time on subjects you find more difficult. 20 minutes per session is recommended, then having a break and moving on to another topic or subject in the build-up to exams, though the amount will vary from subject to subject. Follow your teachers' advice.

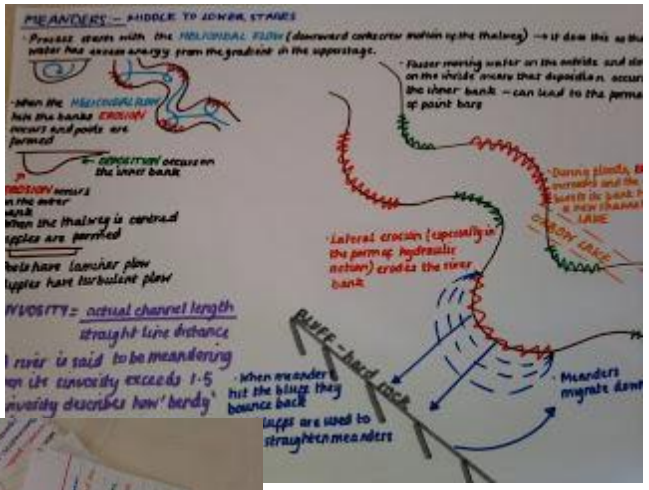
3. Learning and memory skills – tips for revision What should I revise?

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:





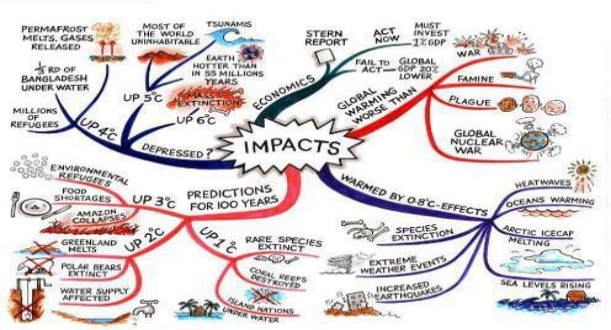


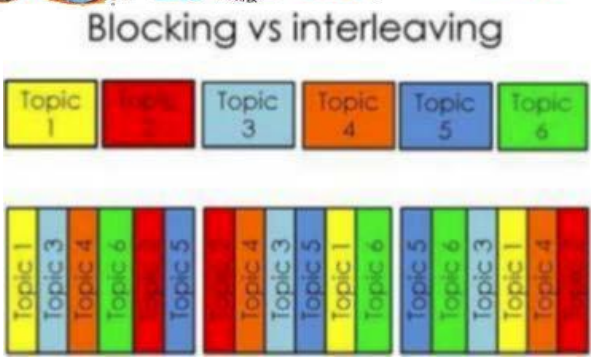
Use memory techniques

A variety of memory techniques can be used such as 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:

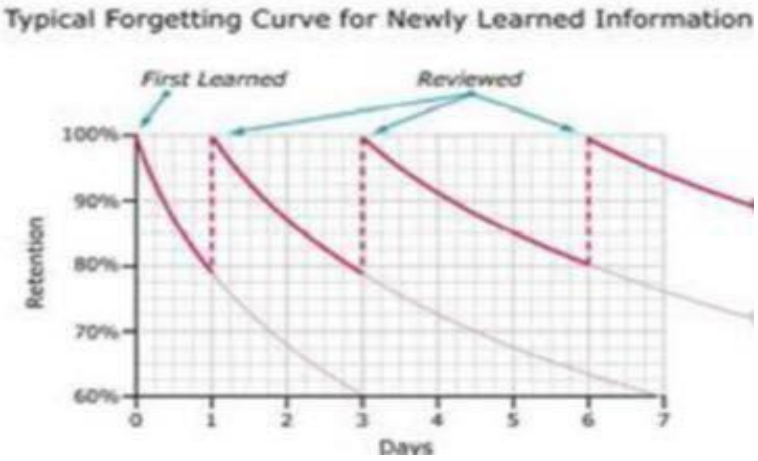




Organising Revision

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.

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.

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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:

You can search the Sparx codes in the Independent Learning function in Sparx

Unit	Topic	Sparx topics
7.01	Numerical skills	M763, M704, M522, M527, M111, M431, M878, M106, M288
7.02	Order of operations	M521
7.03	Introduction of algebra	M813, M795, M531, M417, M327, M208, M979, M707, M242
7.04	Prime, factors and multiples	M227, M823, M698, M322
7.05	Expanding and factorising	M237, M792, M100
7.06	Addition and Subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690

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

- Sparx Maths – independent Learning – Use the codes above
- Corbett Maths – videos and practice questions
- Maths Genie – Search for topics – videos and practice questions

Class Exercise books

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

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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 information, ideas and details in a text. • Distinguish between explicit and implicit information. • Identify relevant evidence to support understanding.
2. Inference	• Identify implicit meanings, feelings and attitudes. • Make logical inferences from textual evidence. • Support inferences with relevant quotations or references from the text.
3. Academic Writing (Reading Analysis)	• Explain how writers use methods to create meaning. • Identify and analyse figurative language, including simile, metaphor, personification and pathetic fallacy. • Understand that figurative language creates comparisons and deeper meanings.
4. Writing Narrative Fiction	• Create characters using both explicit and implicit characterisation. • Use first-person or third-person omniscient narration. • Structure writing using a linear narrative (exposition, inciting incident, rising action, climax, falling action and resolution). • Create settings using carefully chosen vocabulary to establish mood and atmosphere. • Use expanded noun phrases and precise descriptive language to develop character and setting.
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.

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Science

Contact: lmoffett@montsaye.org

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

- 7.01 Particles, substances and mixtures
- 7.02 Fundamentals of physics
- 7.03 Cells and Organisation

Topic: Chemistry	Content with SPARX Science codes	
7.01 – Particles, Substances and Mixtures	States of matter: F377	Changes of state: F985
	Mixtures and pure substances: F625	
	Dissolving: F449	Factors affecting solubility: F376
	Diffusion and particle model: F463	Factors affecting diffusion: F438
	Dissolving: F449	Factors affecting solubility: F376
	Separating mixtures: F485	Filtration: F406
	Evaporation: F266	Distillation: F245
	Chromatography: F186 F309	Interpreting chromatograms:

Topic: Physics	Content with SPARX Science codes	
7.02 – Fundamentals of physics	Introduction to forces: F353	
	Contact forces: F492	Non-contact forces: F196
	Frictional forces: F312	Reducing friction: F409
	Forces diagrams: F755	Balanced forces: F983
	Forces and deformation: F224	Energy stores: F353
	Energy transfer: F243	Wasted energy: F582

Topic: Biology	Content and SPARX Science Codes	
7.03 - Cells and Organisation	Introduction to cells: F739	
	Microscopes: F908 and Magnification: F609	
	Animal cells: F612	Plant Cells: F516
	Comparing plant and animal cells: F893	Specialised cells: F944

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).

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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
World Views c.1000	• Why was Constantinople an important location? • Location and building of medieval Baghdad • What was significant about the House of Wisdom? • Knowledge and science in medieval Baghdad
The Norman Conquest	• Who were the challengers to the throne in 1066? • How did William I defeat the Saxon rebellions? • What was the Domesday Survey? • How significant were castles in helping the Normans control England? • How did the feudal system help William control England? • How did language change in Norman England?
Medieval religion	• How powerful was the Church? • The role of the Church in everyday life • Monks and monasteries • The role of the afterlife in controlling attitudes • The Crusades

Section A

1. 5 multiple choice knowledge-based questions
2. 5 open knowledge-based questions
3. Chronology task – placing events and years into chronological order.

Section B

1. Name two things you can infer from a source.
2. Identify the origin of a source.
3. How does the origin make a source useful for an enquiry?
4. Which statement best describes a historical interpretation?
5. Identify the argument made in the interpretation.
6. Use your own knowledge to support the argument you have identified.

Section C

1. Explain why or how an event happened and make a judgement on the most significant reason.

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: The Norman Conquest - https://www.youtube.com/watchv=1sK4JX0co8I&list=PLcvEcrsF_9zK2bOCseaghBIucwf9pcsFX

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Religious Studies

Contact elopes@montsaye.org

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

Religion in the UK (locally and nationally)
Abraham – covenant with God
Moses – Exodus, 10 Commandments
Jewish worship – prayer, synagogue, Passover, Bar/Bat Mitzvah,

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 rite of passage such as a Bar/Bat Mitzvah. 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 7 on Montsaye website
5. BBC bitesize

- Facts about Judaism - KS3 Religious Studies - BBC Bitesize
- Life in a Jewish 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 Passover, the Exodus, Abraham's covenant etc.
Practice writing explanations with 2 developed points: eg: explain why Passover/Abraham/Moses is important.

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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:

Map Skills and Climate Change

- **Continent** – One of the seven large land masses on Earth
- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south
- **Eastings** – The grid reference along the bottom
- **Northings** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** - The shape and physical features of an area
- **Altitude** - Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK
- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect –** the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals

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

- Year 7 Knowledge Organisers
- Topic Assessments
- Class exercise books
- Seneca
- Bitesize

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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 7 study are:

Formal Elements

Students will look at the formal elements which is the building blocks of art are shade & tone, shape, pattern, texture & mark-making, art research & analysis.

Vincent Scarpace

Students explore the work of Vincent Scarpace and create a fantasy fish inspired by his imaginative style. Using drawing, hatching, shading and Zentangle patterns, they develop a detailed design that demonstrates creativity, mark-making techniques and an understanding of how artists can influence their own artwork.

Illustration Project

Students will start to refine their drawing skills to successfully explore illustration. Students will build up their skills, techniques and processes in drawing and composition development to create the outcome, which is a children's story book page of their own design.

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.

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DT

Contact: anturner@montsaye.org

Students sit a 25 minute End of Topic assessment at the end of each material rotation (Food Preparation and Nutriton, 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
- The Eatwell Guide
- Macronutrients (Proteins, Fats & Carbohydrates) and Micronutrients (Vitamins & Minerals)
- Energy Balance

Textiles:

- Health and Safety
- Fabrics and Fibres
- Different embroidery techniques
- Material Manipulation

Product Design:

- Health and Safety
- The work of past and present designers
- Design Strategies
- Specification
- Timbers – Hardwoods and Softwoods
- Poylmers – Thermo and Thermosetting
- Tools and equipment used in the workshop, textiles room and the food room

Systems and Processes:

- Health and Safety
- Material manipulation techniques
- Movement
- Mechanisms
- Computer Aided Design/Manufacture

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

Year 7 Project Portfolio
Year 7 Knowledge organisers
Seneca
BBC Bitesize

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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 7 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 7 PE
Dance, Fitness, Rugby, Basketball, Netball, Badminton, Athletics, Rounders, Gymnastics

Themes					
Self-regulation	Teamwork	Leadership	Decision making	Problem solving	Evaluating performance.
Focusses on learning regardless of the **task** or sporting activity. **Is** competitive and demonstrates both sportsmanship skills and is able to win/lose graciously	Identifies skills that demonstrate good teamwork. Identifies different types of verbal and nonverbal communications skills. Provides positive group feedback that leads to improved performance.	Effectively deliver a 2 part warm up to a partner Use verbal and visual guidance to support most students. Support others to be more resilient.	Identifies possible decisions that could be made. Can make a successful decision in competitive situations. Can select and sequence actions and movements to create a successful performance. Can select and use a learnt correct technique.	Identifies a specific problem and creates a possible solution. Generates their own strategies to outwit an opponent or to solve a problem. Creates their own unique sequence of accurate movements in time to music or other performers.	Observe a performance and give at least 1 WWW and 1 EBI. Is able to identify the use of multiple components of fitness in a performance.

Basketball	**Gymnastics**	**Netball**	**Rugby**
Dribbling "BEEF" shooting Passing – bounce, chest javelin pass. Triple threat position Pivoting Movement and team work Marking a player with the ball Application skills in isolation and competitive pressure	Taking weight on different body parts- body tension, 3 second hold. extension Transition movements to link balances, rolls, turns, jumps. Counterbalance and counter tension- Linking individual balances and partner balances incorporating transitions A+C	passing to a static player (chest, overhead, bounce, shoulder pass). passing to a moving player footwork rule knowledge of positions and playing areas shooting technique intercepting the ball. AS: Catching the ball in the air	Basic ball handling and carrying skills Basic passing technique- pop pass, dominant hand Receiving the ball stationary and on the move Beating opponents Try scoring Basic contact skills- grab tackle, side on tackle from knees When to run/pass/kick
Badminton	**Dance**	**Fitness**	**Rounders**
CS: isolation and competitive - Understand key rules and court markings. Overhead clear, short and long serves. Underarm clear. Net shot Application of some tactical intent. Isolation - drive	**Safe Practice (warm-up and cool-down)** **Technical Skills** **Linked to choreographic device** *how these can be used to create choreography that responds to a stimulus.* **Choreographic Devices** Including more challenging terms such as building on Y5 SOW	Safe use of equipment -5-part w/up and 2 part cool down -short term effects of exercise on HR, muscle temperature, respiratory rate, elasticity of muscles) -Identifying links between HR and intensity -using HR data to draw a heart rate graph and analyse intensity exercise on the body -consuming and burning calories. Link to diet and nutrition	Replicate skills (Throwing and Catching) on most occasions with some control and direction. Replicate batting and bowling action with various success rates. Basic decision-making skills. Show an understanding of working as an effective team when batting
Athletics			
100 + 200m: experiment with starting position. Timing and recording accurately. 800m and 1500m: resilience, pacing. Long Jump and high jump: rules, accurate measurement, safety, basic technique. Javelin, Discuss, shot putt: grip, initial stance, basic throwing action, release phase, recovery phase. Accurate measurement and safety. Relay: hand over, team work, communication, short distances.			

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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	Build an Enigma Machine	30
Term 2	Under the Cover	60
Term 3	Small Basic	30
Term 4	Know Your Apps	30
Term 4	So You Got Naked Online	20
Term 5	IT's Sorted!	40
Term 6	The Internet and the World Wide Web	40

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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:

- name, age, birthday, numbers
- where you come from, where you live
- languages you speak or would like to speak
- what you like doing and what you do regularly at the weekend/after school.
- What your family is like
- Describing a member of your family including what they like doing
- What your personality is like
- What animals you would like to have in the future

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

Music

Contact: athomas@montsaye.org

S3 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: RHYTHM AND PULSE

Understand rhythmic notation and perform as an ensemble through the style of Samba.

Common Assessment:

2) Rhythm Notation and Samba Music Quiz (25 marks)
2) Ensemble Performance (75 marks)

Revision for quiz:

- https://www.musictheory.net/lessons/11
- https://www.musictheory.net/lessons/13
- https://www.youtube.com/watch?v=Fl0BqTrbMeM

TERM 3/4: SINGING AND THE ELEMENTS

Understand rhythmic notation and perform as an ensemble through the style of Samba.

Common Assessment:

2) Musical Elements Quiz (25 marks)
2) Singing as an Ensemble (75 marks)

Revision for quiz: https://www.youtube.com/watch?v=t9Mo-bkl4ko

TERM 5/6: PITCH, PATTERNS AND MELODY

Understand melodic notation, instruments of the orchestra, develop keyboard skills and perform as a soloist

Common Assessment:

2) Musical Notation & Orchestral Instruments Quiz (25 marks)
2) Composition Arrangement Task (75 marks)

Revision for quiz:

- https://www.musictheoryonline.co.uk/lesson/the-stave/
- https://www.bbc.co.uk/bitesize/articles/z222p9q