



My school: _____

Performing Arts – Music

Learning Diary, Verbal Feedback, Assessment
and Reflection Log

<p>Year 9</p> <p>INTRODUCING:</p> <p>JAMPOD™</p> <p>Name.....</p> <p>Class.....</p>
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Year 9 – The Basics of JamPod – Term 1

Lesson	1	2	3
Learning Objective	To explore the techniques needed to play one of the following: Keyboard, Drums, Guitar or Bass	To develop playing techniques to be able to play simple musical patterns by ear and from notation	To experience basic levels of ensemble performing and start developing group music skills
Verbal Feedback Received Today			
Personal Reflection			

4-6	7-9	10-12	13
Repeat objectives 1 – 3 on a different instrument	Repeat objectives 1 – 3 on a third, different instrument	Repeat objectives 1 – 3 on the fourth, different instrument	To perform and record a simple piece of music, playing an individual role in an ensemble

Assessment Requirements / NC Guidelines:

Tick the targets as you prove you can do each one

Level 3

- I can play my favourite instrument with awareness of the pulse and tuning
- I can make up my own patterns on my favourite instrument
- I can play a simple, short pattern of rhythm and/or pitch that I have learnt by ear or from staff notation / tab
- I can sing, whistle or hum in tune

Level 4

- I can play my favourite instrument with awareness of how different parts fit together and the need to play as a group
- I can play all the instruments with awareness of the pulse and tuning
- I can make up patterns on all the instruments
- I can play more complicated patterns and / or sections in a structure that I have learnt by ear or from simple notation / tab
- I can play different ideas to make simple contrasts (e.g. verse and chorus patterns)
- I can suggest improvements to my own and others' work
- I can describe, compare and assess my work using basic musical vocabulary

Level 5

- I can play all the instruments with awareness of how each one fits into the group
- I can play an important part in my band from memory, or using tab / notation knowing the role I am playing when leading others, taking a solo or providing rhythmic support
- I can make up more substantial musical passages on my favourite instrument, that fit with the parts my band is playing
- I can refine, analyse and improve my work using appropriate musical vocabulary

Level 6

- I can play at least one instrument, making expressive use of tempo, dynamics, phrasing and timbre.
- I can switch between leading and supporting roles during a performance
- I can improvise musical material that is based on a pitch or rhythm starting point




- I can use music vocabulary fluently to describe what I play, what I hear and the changes I think a piece of music might need in order to improve it

Additional Assessment Targets for levels 7, 8 & Exceptional grades are held in electronic form. Clear extension activities and further written/interview requirements are embedded within these targets, rather than in the main student booklet.

Student Self-Reflection






BASS

Date	Current Level	Target Level
<p>Things that you believe you are doing particularly well:</p> <p>1. </p> <p>2. </p> <p>3. </p>		
<p><u>WISH</u> – What could you improve to make sure you hit your target?</p>		
<p>What do you need to do to help you achieve that wish?</p>		

Student Self-Reflection






DRUMS

Date	Current Level	Target Level
<p>Things that you believe you are doing particularly well:</p> <p>1. </p> <p>2. </p> <p>3. </p>		
<p><u>WISH</u> – What could you improve to make sure you hit your target?</p>		
<p>What do you need to do to help you achieve that wish?</p>		

Student Self-Reflection






GUITAR

Date	Current Level	Target Level
<p>Things that you believe you are doing particularly well:</p> <p>1. </p> <p>2. </p> <p>3. </p>		
<p><u>WISH</u> – What could you improve to make sure you hit your target?</p>		
<p>What do you need to do to help you achieve that wish?</p>		

Student Self-Reflection



KEYBOARD

Date	Current Level	Target Level
<p>Things that you believe you are doing particularly well:</p> <p>1. </p> <p>2. </p> <p>3. </p>		
<p><u>WISH</u> – What could you improve to make sure you hit your target?</p>		
<p>What do you need to do to help you achieve that wish?</p>		

End of Unit Assessment

Current Level you are working at:

3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	

Targets to reach the next level:

Practise playing in time with a pulse / click to help improve the rhythm accuracy when I play	
Develop my Keyboard technique so I can move across the keys more easily and accurately in both hands	
Develop my Guitar / Bass technique so I can move across the strings more easily and accurately in both hands	
Develop my Stick technique so I can move around the drum kit and play more complicated rhythm patterns	
Listen to others more carefully so that I know what to do to get better and I know what I need to say to help others	
Think carefully about the way I work when I'm in a small group and work on the skills I need to be a better team member	
Take more care when using instruments so that I can play with more accuracy in pitch and / or rhythm	
Spend some of my free time using a JamPod to improve my instrument skills	
Look at the targets at the start of each session and focus on making improvements in up to three targets	

Additional Teacher Comments:

ASSESSMENT FOR LEARNING

STUDENT PROGRESS TRACKER

Date	Topic	Overall level	End of Year Target
Autumn Term 1	JamPod Basics		

To get to the next level I need to:

1	
2	
3	



GLOSSARY

A list of technical words you will need to know for this unit of work:

Kick	
Hi-Hat	
Snare	
Ride	
Crash	
Fret	
Neck	
Machine Head	

Plectrum	
Chord Window	

Pot (Potentiometer)	
Stereo	
Jack (Plug)	
XLR (Plug)	
Mix	
Balance	
Pulse	
Beat	
Rhythm	
Pitch	

Melody / Tune	
INTONATION	
ENSEMBLE	

REFERENCE

Some music notation stuff that might help:

RHYTHM NOTATION

How to write down rhythms (beat patterns)

4 COUNTS



2 COUNTS



1 COUNT



1/2 COUNT



1/4 COUNT

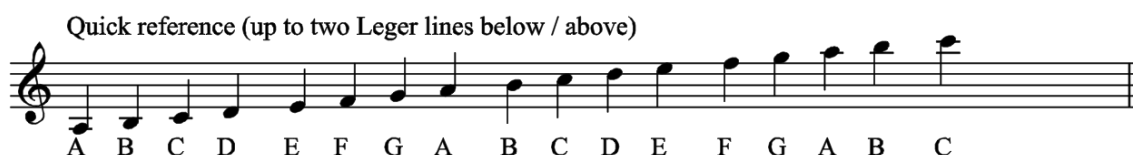
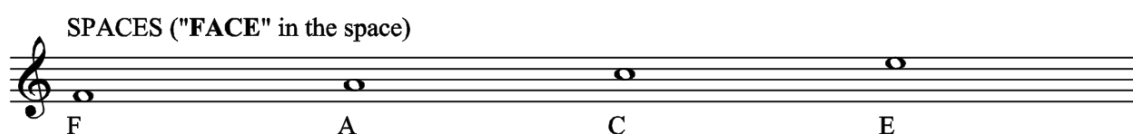


PITCH NOTATION

For writing down pitched sounds

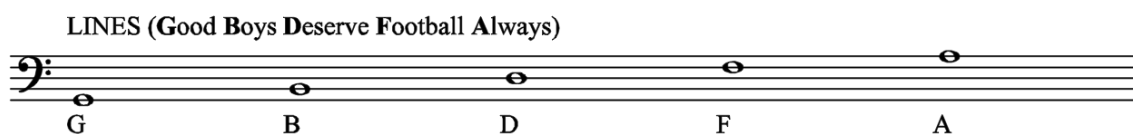
TREBLE CLEF

This is the clef that covers the **RIGHT HAND SIDE** of the keyboard (higher)



BASS CLEF

This is the clef that covers the **LEFT HAND SIDE** of the keyboard (lower)



TIME NOTATION

For writing down pulse and beat patterns

Time Signatures

Time signatures have two numbers. Each number takes up 2 spaces on the staff.

The **top number** tells **how many beats** in a measure.

The **bottom number** tells **which kind of note** receives **one beat**.

SIMPLE TIME SIGNATURES

These are time signatures when every beat DIVIDES BY TWO - eg. 1 + 2 + 3 + etc



$\frac{2}{4}$ means there are 2 beats in the bar,
and a quarter note (crotchet) is counted as 1 beat.

$\frac{3}{4}$ means there are 3 beats in the bar,
and a quarter note (crotchet) is counted as 1 beat.

$\frac{4}{4}$ means there are 4 beats in the bar,
and a quarter note (crotchet) is counted as 1 beat.

COMPOUND TIME SIGNATURES

These are time signatures when every beat DIVIDES BY THREE - eg. 1 + a 2 + a 3 + a etc

They use DOTTED NOTES to count out each beat, and beamed notes are in groups of 3

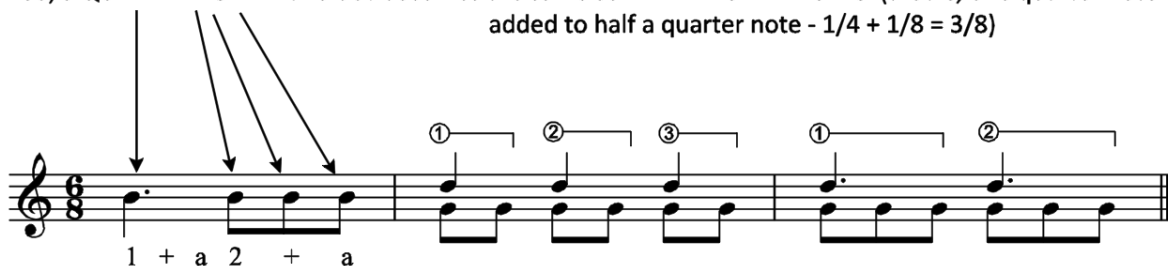


DOTTED NOTES

Remember - writing a dot after a note makes it LAST LONGER.

One dot adds half as much again to the note.

So, a QUARTER NOTE with a dot becomes the same as THREE EIGHTH NOTES (that is, one quarter note added to half a quarter note - $\frac{1}{4} + \frac{1}{8} = \frac{3}{8}$)



FINGER NOTATION

For helping you to play the instruments more easily



BASS GUITAR

DRUM KIT

LH

Left Hand

RH

Right Hand

Stick patterns are marked L R
and refer to HANDS only

LF

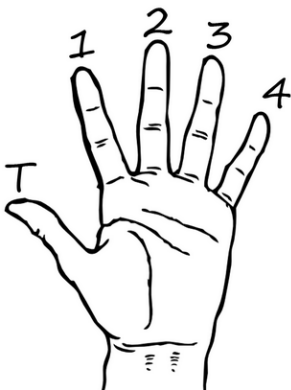
Left Foot

RF

Right Foot

ELECTRIC GUITAR

P-I-M-A is only used for "Finger
Picking" (The RH could be holding
a Plectrum instead)



KEYBOARD

The fingers and thumbs always
have these numbers. However,
the key that they press may
change due to changes in the
hand position on the keyboard

Feedback form

The easiest thing about this topic was:

The hardest thing about this topic was:

The bit I enjoyed the most was:

The bit(s) I would have changed: