



MUSIC - Year 9

	Emerging	Developing	Secure	Exceeding
Key Competences	<p>SIGNIFICANT SOUNDS</p> <ul style="list-style-type: none"> • Melody/Rhythms • Lead • Notation/Scores (Read and Write) • Simple scales/keys • Harmony/Accompaniment: Use triads/chords • Longer (given) structures • Devices • Compare • Times & Cultures <p>...WITH A LITTLE HELP</p>	<p>EXPRESSIVE SOUND</p> <ul style="list-style-type: none"> • Melody/Rhythms • Adjustments • Dynamics/Phrasing/Timbres/Tempo • Genres • Longer & more substantial pieces • Sustain & develop • More scales/keys • More devices & techniques • Situations & impact <p>...WITH LITTLE HELP</p>	<p>APPRENTICE MUSICIAN...</p> <ul style="list-style-type: none"> • Range of styles & techniques • Significant performer • Contextual appreciation • Knowledge of elements & basic keys, chords, scales, structures, styles • Longer & more substantial pieces • Sustain, develop and extend • Confidence with notation • Rehearse <p>...WITH SOME MENTORING/FEEDBACK</p>	<p>TRAINEE MUSICIAN...</p> <ul style="list-style-type: none"> • Critical & analytical • Range of styles & techniques • Significant performer with some convincing expressive qualities • Contextual appreciation informs performance to some extent • Sound knowledge & execution of elements & basic keys, chords, scales, structures, styles • Extended compositions with a sense of shape • Sustain, develop and extend ideas • Challenge conventions • Confidence with notation • Rehearse <p>...WITH SOME MENTORING/FEEDBACK</p>

Listening	<ul style="list-style-type: none"> • Understand/recognise simple staff notation • Know/recognise simple scales/keys (C, G, Am, Em) • Know/recognise simple devices • Compare features/pieces • Constantly refine & improve • Know some ways music has been used across times/cultures • Know some significant names in music & some of their works • Describe musical features using a simple musical vocabulary • Make improvements to work <p>Offer some justification of opinions expressed</p>	<ul style="list-style-type: none"> • Know different genres/styles • Know some situations for creating, performing & hearing music (& how these affect the music/audience) • Know/recognise more scales/keys (D, F, Bm, Dm) • Know some significant names in music, some of their works & impact 	<p><i>Make critical judgements about own and others' music using a musical vocabulary</i></p> <ul style="list-style-type: none"> • Critical judgements about the use of musical conventions & other characteristics • Know about distinctive devices established across time/place/styles/genres/traditions Know/recognise more scales/keys (A, Bb, F#m, Gm) • Know some significant names in music & analyse/know key works with some depth/detail 	<ul style="list-style-type: none"> • Discriminate between styles, genres & traditions • Commenting on the relationship between music & its context • Make accurate judgements about different musical styles • Justify opinions • Know some significant names in music, analyse/know key works with a competent level of depth/detail
Performing	<ul style="list-style-type: none"> • Sing and/or play music with some fluency and control • In time without help • Confident • Significant part • Use memory & notations <p>Lead others</p>	<ul style="list-style-type: none"> • Use tempo, dynamics, phrasing & timbre expressively • Subtly adjust to fit own part with the ensemble • Accurate in the more straightforward passages • Fluent and in tune in sections, even if other passages are affected by errors 	<ul style="list-style-type: none"> • Use notations confidently • Perform in a range of different styles • Make significant contribution to ensembles • Engage in the rehearsal process • Sing/play with control • Make expressive use of 	<ul style="list-style-type: none"> • Generally successful performance • Broadly accurate and fluent although errors may interrupt the flow • Intonation often secure • An awareness of style displayed in some expressive passages • Some shaping of music through

		<ul style="list-style-type: none"> • Basic awareness of style with a few attempts to shape the music through articulation, phrasing and dynamic contrast 	<p>phrase and dynamics appropriate to the style and mood of the music</p>	<p>articulation, phrasing and dynamic contrast</p> <ul style="list-style-type: none"> • Perform extended pieces with a sense of direction & shape • Explore styles, genres & traditions • Work by ear & from notation • Contribute to the rehearsal process
Composing	<ul style="list-style-type: none"> • Show some ability to organise musical ideas • Use appropriate resources in response to a brief • Improvise & shape melodic & rhythmic ideas • Use given structures (such as the 12 Bar Blues) • Make music for different occasions • Use chords (major/minor/simple keys) • Add simple harmony/accompaniment to melody • Notate <p>Use musical devices appropriately</p>	<ul style="list-style-type: none"> • Use tempo, dynamics, phrasing & timbre expressively • Use different genres/styles • Choose appropriate devices & techniques to good (intended) effect • Longer, more substantial pieces • Sustain & develop musical ideas • Use relevant notations to plan, revise & refine ideas 	<ul style="list-style-type: none"> • Create coherent compositions in a range of styles • Develop & extend musical ideas • Confidently use notations • Constantly improvise, adapt, develop & discard musical ideas to improve. • Develop musical ideas • Use conventions • Explore the potential of musical structures and resources • Use ideas from the relevant Area of Study • Fulfil a brief 	<ul style="list-style-type: none"> • Improvise & compose extended compositions with a sense of direction & shape • Explore styles, genres & traditions • Work by ear & accurately use notations • Follow & challenge musical conventions