

Music (Year 9)

Initial – a student who is still initial will be able to partially meet some of the following with support:	Emerging – a student whose understanding is still emerging will be able to:	Developing – a student whose understanding is developing will also be able to:	Secure – a student whose understanding is secure will also be able to:	Advanced – a student whose understanding is advanced will be able to do some of the following:	Mastered – a student who has mastered their understanding will be able to do all of the following consistently:
Adapt their work to fit with others.		Take a lead role in a group performance.	Take a lead role in a successful performance.	Lead and adapt a performance successfully.	
Perform as part of a group, keeping time and listening to others.		Perform a successful solo/individual line as part of a group performance.	Perform an individual/solo line fluently and accurately and showing more complex rhythms such as syncopation.	Transpose parts to fit with a group's performance.	
Improvise with a sense of pulse and phrase.		Improvise and compose in different styles.	Use tempo, dynamics and structural devices to create a composition.	Use a complex structure, timbre and texture to create a successful composition.	
Think of ways to improve their work and describe this to others.		Write a detailed and accurate evaluation using musical language.	Show improvement based on evaluation of previous performances.	Show independent reflection across all topics to improve throughout the year.	
Perform a simple piece from written notation.		Perform a standard piece from written notation.	Successfully perform a solo piece with some expression.	Perform a solo piece fluently and with expression, taking into account articulation, phrasing and dynamics.	
Understand the function of primary and secondary chords when composing.		Identify the primary and secondary chords in different keys.	Build major and minor chords using 3:4 and 4:3 semitone patterns.	Use complex chords when composing (such as 7ths and sus chords).	
Use dynamics to enhance a performance.		Use dynamics and phrasing to enhance a performance.	Use tempo, dynamics, phrasing and timbre to make a successful performance.	Successfully use all appropriate elements to fully shape a performance.	

Understand the difference between tones and semitones.	Fully understand the tone and semitone structure of the major scale.	Transpose a major scale into different keys.	When composing use different scales as appropriate to the style and mood of the piece.
		Work out melodic ideas by ear.	Successfully notate musical ideas.
		Recognise when a piece was written or where it comes from.	Describe the features of different styles and periods of music.