

Year 9	Performing	Composition	Listening and Appraisal	Theory
Emerging	<p>Can perform simple pieces with a reasonable degree of fluency and accuracy.</p> <p>Can maintain a separate part in an ensemble with a fair degree of security.</p>	<p>Can compose pieces using rhythmic and melodic ideas and a variety of instrumentation.</p> <p>Can successfully combine different layers of texture.</p> <p>Can use a DAW to sequence simple ideas. Can put loops and samples in to a structure to create sections within a composition</p> <p>Can use notation software to sequence simple ideas.</p>	<p>Can recognize and describe pitch, dynamics, tempo and timbre/sonority.</p> <p>Identify a basic range of instruments.</p> <p>Can appraise their own and others' work at a basic level.</p>	<p>Can clap basic pulse and some rhythmic patterns in time.</p> <p>Can identify a few musical symbols</p>
Developing	<p>Perform more exposed/significant parts mostly fluently and mostly in time.</p>	<p>Can compose pieces using rhythmic, melodic and harmonic devices and a variety of instrumentation.</p> <p>Can manipulate texture to achieve variety.</p> <p>Can use a DAW to sequence more complex ideas.</p> <p>Can use notation software to sequence more complex ideas.</p>	<p>Can recognize and describe dynamics, tempo, timbre/sonorities and rhythmic features.</p> <p>Can appraise their own and others' work at a fair level, suggesting improvements.</p>	<p>Is aware of some of the basic note values and notes of the treble clef.</p> <p>Can write down basic rhythms using crotchets, quavers and minims</p>
Securing	<p>Can perform more complex pieces with a reasonable degree of fluency, accuracy and expression.</p> <p>Can maintain a separate part in an ensemble with security.</p>	<p>Compose music for a given stimulus creating mood and atmosphere in a clear structure.</p> <p>Can compose pieces in different styles using rhythmic, melodic, harmonic and textural devices more extensively.</p> <p>Is able to use music technology or a live instrument to create a variety of ideas which can then be developed.</p> <p>Can use a DAW confidently to sequence complex ideas.</p> <p>Can use notation software confidently to sequence complex ideas.</p>	<p>Can recognize and describe dynamics, tempo, timbre/sonorities and both rhythmic and melodic features.</p> <p>Can appraise their own and others' work at a fair level, suggesting improvements.</p>	<p>Is aware of some of the basic note values and notes of the treble and bass clef.</p> <p>Can write down basic rhythms using crotchets, quavers and minims.</p> <p>Is aware of simple rests.</p>
Advancing	<p>Can perform demanding pieces with a fair degree of fluency, accuracy and expression.</p> <p>Can maintain a separate part in an ensemble with security and an ability to adjust to others.</p>	<p>Compose music for a given stimulus creating mood and atmosphere in a clear structure.</p> <p>Can compose pieces in different styles using rhythmic, melodic, harmonic, textural and structural devices more extensively.</p> <p>Is able to use music technology or a live instrument to create a variety of ideas which can then be developed.</p> <p>Can use a DAW confidently to sequence complex ideas.</p> <p>Can use notation software confidently to sequence complex ideas using traditional notation.</p>	<p>Can recognize and describe dynamics, tempo, timbre/sonorities, both rhythmic and melodic features and texture.</p> <p>Can appraise their own and others' work using accurate and extensive musical vocabulary.</p>	<p>Able to identify basic note values and pitches on the staff, both treble and bass clef.</p> <p>Can compose rhythms and perform them correctly, alone and as part of a group.</p> <p>Can read basic notation on an instrument without any pitches written on the score.</p>
Mastering	<p>Can perform challenging pieces with good fluency, accuracy and expression.</p> <p>Can perform a separate part in an ensemble with sensitivity and awareness of the role.</p> <p>Can take on a leadership role in a group.</p>	<p>Can compose complex pieces using a variety of compositional devices.</p> <p>Can compose idiomatically for instruments and in different styles.</p> <p>Can use notation to plan and revise ideas.</p> <p>Can refine and improve compositional ideas.</p> <p>May take a leading role, offering guidance to others.</p> <p>Can use a DAW confidently to sequence complex ideas.</p> <p>Can use notation software confidently to sequence complex ideas using traditional notation.</p>	<p>Can recognize and describe dynamics, tempo, timbre, both rhythmic and melodic features, texture and structure.</p> <p>Can appraise their own and others' work using accurate and extensive musical vocabulary.</p>	<p>Able to identify basic note values, including dotted notes and pitches on the staff, both treble and bass clef.</p> <p>Can compose rhythms and perform them correctly, alone and as part of a group.</p> <p>Can read more challenging notation on an instrument without any pitches written on the score.</p>