



# Heathfield Community College

## MUSIC

## Pathway 456

### Year 11

#### Performance

**Students should be of a grade 3 equivalent or above on their instrument.**

- Develop basic technical control and good handling of tone, except at the extremities of the pitch range.
- Develop fairly good intonation and/or good use of filters and effects
- Develop accuracy with no more than one or two noticeable/obtrusive errors or omissions in pitch and/or rhythm,
- Playing to be broadly fluent, despite the occasional hesitation and/or omission.

#### Composition

- Develop and extend musical ideas with relevance to the intended purpose. Develop use of stylistic characteristics and conventions for the chosen genre/style. Develop sound control of the principles of rhythmic, melodic and harmonic construction.
- Develop sound control of the principles of form(s) and structure(s)
- Develop sound use of instrumental and/or vocal forces showing some imagination
- Develop a sense of coherence, fluency, direction and contrast for the most of the composition.
- Develop fairly accurate use of the relevant musical language (e.g. staff notation, graphic score, chord symbols) and appropriate use of musical vocabulary throughout.

#### Appraising

- Develop fairly good skills to aurally recognise the key musical features in the set works.
- Develop a fairly good understanding of the context within which the set works were composed.
- Work on completing short musical dictation and staff notation questions fairly well.
- Work on comparing in good detail an extract of one of the set works with an extract from an unfamiliar listening piece
- Work on making good use of musical knowledge and understanding
- Work on making fairly detailed reference to musical examples from the score
- Demonstrate fairly well how the musical elements (pitch, tonality, structure, sonority, texture, tempo, metre, rhythm, and dynamics) have been used by the composer/performer
- Work on demonstrating how the instruments and groups of instruments are used.
- Work on demonstrating a fairly good understanding how any other key musical elements have been used in the pieces
- Work on demonstrating a fairly good understanding how the two pieces compare together to meet a purpose, audience or other factor



# Heathfield Community College

## MUSIC

## Pathway 456

### Year 10

#### Performance

**Students should be of a grade 2 equivalent or above on their instrument.**

- Develop basic technical control and good handling of tone, except at the extremities of the pitch range.
- Develop fairly good intonation and/or good use of filters and effects
- Generally sound and consistent use of tempo.
- Develop sound use of dynamics, phrasing
- Playing to be broadly fluent, despite the occasional hesitation and/or omission.
- Develop accuracy with no more than a few noticeable errors or omissions in pitch and/or rhythm

#### Composition

- Try to develop and extend musical ideas with relevance to the intended purpose
- Try to develop use of stylistic characteristics and conventions for the chosen genre/style.
- Try to develop sound control of the principles of rhythmic, melodic and harmonic construction.
- Try to develop sound control of the principles of form(s) and structure(s)
- Try to develop sound use of instrumental and/or vocal forces
- Try to develop some sense of coherence, fluency, direction and contrast for the some of the composition.
- Develop fairly accurate use of the relevant musical language (e.g. staff notation, graphic score, chord symbols) and appropriate use of musical vocabulary

#### Appraising

- Develop skills to aurally recognise the key musical features in the set works.
- Develop a sound understanding of the context within which the set works were composed.
- Work on completing short musical dictation and staff notation questions.
- Work on comparing an extract of one of the set works with an extract from an unfamiliar listening piece
- Work on making fairly good use of musical knowledge and understanding
- Work on making reference to musical examples from the score
- Demonstrate how the musical elements (pitch, tonality, structure, sonority, texture, tempo, metre, rhythm, and dynamics) have been used by the composer/performer
- Work on demonstrating how the instruments and groups of instruments are used.
- Work on demonstrating an understanding of how any other key musical elements have been used in the pieces
- Work on demonstrating a sound understanding how the two pieces compare together to meet a purpose, audience or other factor



# Heathfield Community College

## MUSIC

## Pathway 456

### Year

### 9

#### Performance

Students should be of a grade 1 equivalent or above on their instrument.

- Try to develop some basic technical control and handling of tone, except at the extremities of the pitch range.
- Develop sound intonation and/or good use of filters and effects
- Generally sound and consistent use of tempo.
- Try to develop sound use of dynamics, phrasing
- Try to play with some fluency in some sections,
- Try to develop some accuracy within the piece

#### Composition

- Try to develop musical ideas with relevance to the intended purpose
- Try to develop use of some stylistic characteristics for the chosen genre/style.
- Try to develop some control of the principles of rhythmic, melodic and harmonic construction.
- Try to develop some control of the principles of form(s) and structure(s)
- Try to develop some use of instrumental and/or vocal forces
- Try to develop some fluency, direction and contrast for the some of the composition.
- Develop some use of the relevant musical language (e.g. staff notation, graphic score, chord symbols) and appropriate use of musical vocabulary

#### Appraising

- Have knowledge of the elements of music and be able to reference the elements of music (pitch, tonality, structure, sonority, texture, tempo, metre, rhythm, and dynamics) through listening activities.
- Have a confident understanding of music theory requirements of a Grade 1 standard. See theory Grade specifications for more details.
- Have knowledge and understanding of the musical periods from Renaissance through to the present day. This will include knowledge of composers and musical features as well as the historical context of a variety of pieces of music.
- Identify the above through a range of listening and written activities.
- Compare a range of contextual reasons for musical composition using basic musical language to support your answers.