



Heathfield Community College

MUSIC

Pathway 567

Year 11

Performance

Students should be of a grade 4 equivalent or above on their instrument.

- Develop good technical control and handling of tone.
- Develop good intonation and/or good use of filters and effects
- Develop Good use of dynamics, phrasing and articulation.
- Develop accuracy with no more than one or two noticeable/ obtrusive errors or omissions in pitch and/or rhythm,
- Playing to be mainly fluent, despite the occasional hesitation and/or omission.

Composition

- Select stylistic characteristics and conventions for the chosen genre/style and handle them well throughout.
- Develop an effective control of appropriate musical elements.
- Develop an effective use of the musical elements, showing good technical control throughout.
- Develop idiomatic use of instrumental and/or vocal forces showing some imagination
- Develop a sense of coherence, fluency, direction and contrast for the majority of the composition.
- Develop accurate use of the relevant musical language (e.g. staff notation, graphic score, chord symbols) and appropriate use of musical vocabulary throughout.

Appraising

- Develop good skills to aurally recognise the key musical features in the set works.
- Develop an 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 very good use of musical knowledge and understanding
- Work on making fairly detailed reference to musical examples from the score
- Demonstrate 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 good understanding how any other key musical elements have been used in the pieces
- Work on demonstrating a good understanding how the two pieces compare together to meet a purpose, audience or other factor



Heathfield Community College

MUSIC

Pathway 567

Year 10

Performance

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

- Develop some 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.



Year 9

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/ obtrusive 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

- Have a sound knowledge of the elements of music (pitch, tonality, structure, sonority, texture, tempo, metre, rhythm, and dynamics) and be able to soundly reference the elements of music through listening and reading activities.
- Have a confident understanding of music theory requirements of a Grade 2 standard. See theory Grade specifications for more details.
- Have a sound 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 performance intentions and historical context of a variety of pieces of music.
- Identify the above through a range of listening, reading and written activities.
- Effectively compare, contrast and evaluate a range of contextual reasons for musical composition using musical language to support your answers.