



# Heathfield Community College

## MUSIC

## Pathway 678

### Year 11

#### Performance

**Students should be of a grade 5 equivalent or above on their instrument.**

- Develop technical control of instrument.
- Generally convincing handling of sonority/tone.
- Very good intonation and/or very good use of filters and effects.
- Develop very good use of dynamic phrasing and articulation.
- Develop accuracy with no more than one or two minor errors in pitch and/or rhythm.
- Playing to be very coherent and fluent.

#### Composition

- Select stylistic characteristics and conventions for the chosen genre/style and handle them well throughout.
- Develop an very good understanding of the principles of rhythmic, melodic and harmonic construction
- Develop a very good understanding of the principles of and the working of form and structure.
- Develop an effective use of the musical elements, showing excellent technical control throughout.
- Develop idiomatic and imaginative use of instrumental and/or vocal forces.
- Develop a sense of coherence, fluency, direction and contrast throughout 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 an a very good understanding of the context within which the set works were composed.
- Work on completing short musical dictation and staff notation questions 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 extensive and fairly sophisticated use of musical knowledge and understanding
- Work on making detailed 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 a very good understanding how any other key musical elements have been used in the pieces
- Work on demonstrating a very good understanding how the two pieces compare together to meet a purpose, audience or other factor



# Heathfield Community College

## MUSIC

## Pathway 678

### Year 10

#### 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 678

### Year

### 9

#### 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

- Have a good knowledge of the elements of music (pitch, tonality, structure, sonority, texture, tempo, metre, rhythm, and dynamics) and be able to effectively reference the elements of music through listening, reading and written activities.
- Have a confident understanding of music theory requirements of a Grade 3 standard. See theory Grade specifications for more details.
- Have a good knowledge and understanding of the musical periods from Renaissance through to the present day. This will include confident knowledge of a range of composers, musical features as well as performance intentions and historical context of a broad variety of pieces of music.
- Identify the above through a range of listening, reading and written activities.
- Effectively compare, contrast and evaluate a broad range of contextual reasons for musical composition using correct musical language to support your answers.