



Heathfield Community College

MUSIC

Pathway 789

Year 11

Performance

Students should be of a grade 6 equivalent or above on their instrument.

- Develop convincing technical control
- Develop very good and sensitive tonal contrast throughout.
- Develop excellent intonation and/or very good use of filters and effects.
- Develop effective use of dynamic phrasing and articulation.
- Excellent communication with no more than one or two less successful moments. .
- Develop high accuracy with no more than one or two minor errors.
- Playing to be completely coherent and fluent.

Composition

- Select stylistic characteristics and conventions for the chosen genre/style and handle them convincingly throughout.
- Develop an excellent understanding of the principles of rhythmic, melodic and harmonic construction
- Develop an excellent understanding of the principles of and the working of form(s) and structure(s)
- 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 excellent skills to aurally recognise the key musical features in the set works.
- Develop an excellent understanding of the context within which the set works were composed.
- Work on completing short musical dictation and staff notation questions very well.
- Work on comparing in detail an extract of one of the set works with an extract from an unfamiliar listening piece
- Work on making extensive and sophisticated use of musical knowledge and understanding
- Work on making detailed and specific 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 understanding how any other key musical elements have been used in the pieces
- Work on demonstrating understanding how the two pieces compare together to meet a purpose, audience or other factor



Heathfield Community College

MUSIC

Pathway 789

Year
10

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 very good skills to aurally recognise the key musical features in the set works.
- 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 789

Year 9

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

- Have a detailed knowledge of the elements of music (pitch, tonality, structure, sonority, texture, tempo, metre, rhythm, and dynamics) and be able to convincingly and effectively reference the elements of music through listening, reading and written activities.
- Have a confident understanding of music theory requirements of a Grade 4 standard. See theory Grade specifications for more details.
- Have a detailed 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 wide variety of pieces of music.
- Confidently identify the above through a range of listening, reading and written activities.
- Confidently and effectively compare, contrast and evaluate a wide range of contextual reasons for musical composition using correct musical language effectively to support your answers.