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| **What will we be learning?**  HOW DO YOU STUDY AN INSTRUMENT?  **Year 9 GCSE-Ready –**  **My Music** | **Why this? Why now?**  This final unit brings together the threads of listening, performance and composition and follows the integrated portfolio design found in **AOS1 My Music** at GCSE.  As well as research into the student’s chosen instrument further study is framed as practice routines, established during the **Ensemble** units, that culminate in a solo performance and an intimate knowledge of an instrument specific work. Students then develop this understanding further by the application of compositional techniques explored in **Scale and Chords** but within the context of their instrument. | **Key Words:**  Range  Timbre  Intonation  Instrumental techniques  Fluency  Genre  Stylistic features  Technical exercises  Melody  Articulation  Dynamics  Texture  Structure  Rhythm  Tempo  Major/minor chords  Chord progression  Keys  Key signature  Harmony  Chord notes  Strong/weak beats  Drum grooves  Coherence  Development  Intention |
| **What will we learn?**  Essential skills for performance, including:  HOW DO YOU KNOW IF YOU ARE IMPROVING?  HOW DO YOU SET SMART TARGETS?  WHAT TECHNICAL EXERCISES HELP TO DEVELOP A GOOD TECHNIQUE?  HOW DO YOU TURN MUSICAL IDEAS ON YOUR INSTRUMENT INTO A COMPOSITION? | |
| **What opportunities are there for wider study?**  Performing and studying an instrument are supported through the Music Enrichment programme.  Students are expected to join one of the school ensembles to improve performance skills and will have the opportunity to perform regularly in school events and at events in the wider community.  Students who take up music lessons with a specialist instrumental teacher either through the school or privately tend to make much faster progress in developing technique  Students can book the practice rooms to rehearse an independent performance either as a soloist or as a group and audition for the Christmas/summer concerts, Live Lounge or Chip Friday events  Composition is also supported through the Music Enrichment programme.  The Music Theory and Music Production courses have opportunities for students to deepen their understanding of musical devices and compositional technique. | |
| **How will I be assessed?**  Solo performance  Composition task | |

**Performance success criteria**

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| Excellence |
| **Technical Control and Fluency:**   * The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music. Intonation and tone production are good.   **Expression & interpretation:**   * A highly expressive performance that is communicated musically and stylishly. |
| Secure |
| **Technical Control and Fluency:**   * The performance is predominantly fluent, with technical control adequate to the demand of the music. Intonation and tone production are generally secure.   **Expression & interpretation:**   * The performance communicates some appropriate dynamics and articulation |
| Developing |
| **Technical Control and Fluency:**   * The performance has some fluency with mostly correct rhythms and pitches. Intonation is partially secure.   **Expression & interpretations:**   * The performance has some dynamic contrast and has a sense of direction. |
| Foundation |
| **Technical Control and Fluency:**   * There is an understanding of fluency and the performance shows evidence of working towards correct rhythms and pitches   **Expression & interpretation:**   * The performance is communicated in a simple way with some success. |

**Composition success criteria**

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| Excellence |
| **Musical elements**   * There is a wide variety and/or advanced use of musical elements which demonstrate a high level of musical understanding.   **Development of ideas**   * Excellent development of ideas using compositional techniques applied in an entirely appropriate and stylistic way.   **Intention**   * The composer’s intentions are clear throughout and the composition is highly imaginative. |
| Secure |
| **Musical elements**   * There is a variety of musical elements that show a good level of musical understanding   **Development of ideas**   * There is development using a range of appropriate compositional techniques.   **Intention**   * The composer’s intentions are clear and the piece is successful. |
| Developing |
| **Musical elements**   * There is a range of musical elements which show musical understanding   **Development of ideas**   * There is some development using mostly appropriate compositional techniques   **Intention**   * The composer’s intentions are mostly clear. |
| Foundation |
| **Musical elements**   * There is a small range of musical elements used in combination with some success   **Development of ideas**   * Simple development and simple compositional techniques used (e.g. copy and paste).   **Intention**   * Some intentions of the composer are evident in places. |