

Subject: Music

These are the objectives a student on each Pathway needs to achieve by the end of year 9, to ensure they are making expected progress:

	Demonstrate the ability to perform music in an ensemble and independently.	Demonstrate an understanding of samba music and the rhythmic devices used in samba music.	Demonstrate the ability to compose original ideas for a brief.	Demonstrate an understanding of music technology and how to use it in performance and composition.
Exceptional performance	<ul style="list-style-type: none"> Students show exceptional ability to perform in a variety of instruments. Students understand how to play in an ensemble, providing sound and space where appropriate and contributing substantially 	<ul style="list-style-type: none"> Students show exceptional ability to perform samba music. Students understand each instrument and the role it plays in the samba band. Students understand and can apply the devices used in samba music. Students take a leading role in performances, using syncopation, keeping in time and staying consistent in tempo. 	<ul style="list-style-type: none"> Students have an exceptional understanding of composition. Students can create high quality, original and exciting ideas – developing them into complete musical pieces. Students demonstrate that their understanding of musical theory is highly developed and this is evidenced by the use of this in their compositions. 	<ul style="list-style-type: none"> Students show exceptional understanding of music technology. Students can use a DAW to quickly and efficiently create a piece of music that is of high quality, compositionally sound and mixed well. Students understand all applications of the software and hardware involved and how it is used in the industry and how they can use it for their music.
Pathway 1	<ul style="list-style-type: none"> Students demonstrate the ability to play and lead performances with a variety of instruments. They understand notation and can use this quickly to learn a performance. Students are aware of how their playing affects others in their ensemble. Students take a leading role in their group. 	<ul style="list-style-type: none"> Students have an excellent understanding of the samba band and how performances are structured, with fills, breaks, syncopated ostinatos, etc. Students can demonstrate most devices on a samba instrument. Students can confidently perform a samba piece in an ensemble. 	<ul style="list-style-type: none"> Students have an excellent understanding of composition, evidenced by exciting and creative ideas. Students can use the musical elements and devices effectively to create original and creative ideas that are exciting to listen to. Students can apply complex musical theory and experimentation to create highly original ideas. 	<ul style="list-style-type: none"> Students can efficiently use a DAW to compose a piece of music. Students understand the applications of music technology and how to use them for each part of the recording/composition process. Students understand how to perform using music technology and can confidently demonstrate this.
Pathway 2	<ul style="list-style-type: none"> Students demonstrate the ability to confidently play and perform on a variety of instruments with no hesitation. They will be able to use notation and lead sheets confidently. Chords, melody, rhythm and tempo should be well understood and used. 	<ul style="list-style-type: none"> Students have a solid understanding of the samba instruments, their sonic qualities and their role in the samba band. Students can perform a variety of rhythmic devices used in samba performance. 	<ul style="list-style-type: none"> Students can compose complex and original ideas. Students have a good understanding of using elements and devices in their ideas. They demonstrate a deeper understanding of composition techniques and applying musical theory to create music. 	<ul style="list-style-type: none"> Students understand the history of music technology and how it revolutionised the industry. Students can use music technology to create high quality pieces of music. Students are confident to experiment with effects, processors and the mixer.
Pathway 3	<ul style="list-style-type: none"> Students should now be confident to perform to peers and their teacher. Students should show a sound understanding of how to perform using a variety of instruments (Ukulele, Keyboard, Brass, Drums (Samba), Technology). 	<ul style="list-style-type: none"> Students understand what samba music is, the Rio Carnival and what the samba instruments are. Students can demonstrate some of the rhythmic devices used in samba performance. 	<ul style="list-style-type: none"> Students can compose basic ideas for a set brief using some elements and devices. Students have a basic understanding of composition techniques. 	<ul style="list-style-type: none"> Students understand how and why technology is used. Students can operate a DAW and use it to record ideas and sequence. Students can mix and apply effects to their music.