

**WHAT ARE THE BIG AIMS OF YEAR 9?**

To develop a sense of musical identity and independence in own practise  
 To employ more sophisticated musical techniques and a sense of confidence and flair on chosen instrument(s)  
 To be able to participate, apply & create, review and lead out in immersive musical experiences in a realistic and industry based context

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?**

Students can demonstrate confidence on their chosen instrument, confidently performing in front of a live audience and entering for external graded exams. They show a sense of musical identity and consistency in their stylistic choices and approaches. They can also justify & respond well to strengths and weaknesses. Students develop a stronger sense of independence in practicing their instrument & repertoire in a structured way in preparation for the above. They employ more sophisticated control and creative flair in their performing and composing techniques. Students can now confidently evaluate, refine and improve their own work and that of others using more advanced musical vocabulary and explanation. Students model areas of expertise and now begin to lead- out on engaging workshops and teaching others.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- The music industry roles, functions and structure
- Music theory, sight reading, developing a wider and more varying performance repertoire
- The planning, rehearsing and logistics of organising & taking part in a live music event
- Producing, promoting and refining musical product including marketing and product design for genre audience and purpose
- identifying lead practitioners in music and their successes

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- **accurate performance techniques such as timing, accuracy and expression**
- **more sustained performances - performing more complex and longer pieces of music**
- **creating music in response to a given brief**
- **appreciation of performance and pre-recorded music (both own and others)**
- **Further developing communication, cooperation and concentration skills needed when creating, performing and responding**

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

- **some students may underestimate the time needed to rehearse**
- **some students may misunderstand note values and timing and so do not perform with a sense of pulse**
- **some students may misunderstand music notation particularly if using treble and bass clefs**
- **some students may misunderstand the sense of texture and ensemble when performing and reading music**

- some students may underestimate the importance of practice

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

- timing, accuracy and expression in performance
- attendance and reviewing an Arts event
- creating music in response to a given brief
- taking part in a number of rehearsals both solo and ensemble
- talking about role models/musicians have influenced them as musicians
- leading a lesson/workshop on performance, composition or production skills
- building a portfolio of evidence towards Arts Award qualification