



Christ's College Guildford



SUBJECT: Music Year 9 Pathways

<u>Year 9</u>	2-3 Pathway	4-6 Pathway	7-9 Pathway
Greater Depth (GDS)	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students perform fairly fluently, with an awareness of musical style. Students use technology alongside their musical imagination to plan and create compositions. They consider the musical elements to create mood and atmosphere. By the end of the course, students are able to describe and explain key musical elements when listening to a variety of music. By the end of the course, students are able to describe key musical elements when listening to a variety of music. By the end of the course, students are able to describe some key musical elements when listening to a variety of music.</p>	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students perform fluently, with an awareness of musical style. Students use technology alongside their musical imagination to plan and create compositions. They exploit the musical elements to create mood and atmosphere. By the end of the course, students are able to compare, describe and explain key musical elements when listening to a variety of music.</p>	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through duets, ensembles and as a soloist. Students perform fluently, with a strong awareness of musical style. Students are able to use technology alongside their musical imagination to plan and revise compositions exploiting all of the musical elements to create mood and atmosphere. By the end of the course, students are able to compare, describe and explain key musical elements when listening to a variety of music.</p>
Expected Standard (EXS)	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students are developing their fluency and beginning to perform with an</p>	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance in ensembles and as a soloist. Students perform fairly fluently, with an awareness of musical style. Students use technology alongside their</p>	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students perform fluently, with an awareness of musical style. Students</p>



	<p>awareness of musical style. Students use technology to plan and create compositions. They consider some of the musical elements to create mood and atmosphere. By the end of the course, students are able to identify some musical elements when listening to a variety of music.</p>	<p>musical imagination to plan and create compositions. They consider the musical elements to create mood and atmosphere. By the end of the course, students are able to describe and explain key musical elements when listening to a variety of music.</p>	<p>are able to use technology alongside their musical imagination to plan and revise compositions exploiting the musical elements to create mood and atmosphere. By the end of the course, students are able to compare, describe and explain key musical elements when listening to a variety of music.</p>
Working Towards (WTS)	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students are beginning to perform with an awareness of musical style. Students use technology to plan and create compositions. They are beginning to show some consideration of the musical elements to create mood. By the end of the course, students are able to identify some musical elements when listening to a variety of music.</p>	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students are developing their fluency and beginning to perform with an awareness of musical style. Students use music technology alongside their musical imagination to plan and create compositions. They consider some of the musical elements to create mood and atmosphere. By the end of the course, students are able to describe some key musical elements when listening to a variety of music.</p>	<p>Students develop their musical knowledge, understanding and skills by studying a range of styles and genres of music. During Year 9, they develop both the technical and expressive aspects of performance through ensembles and as a soloist. Students perform fairly fluently, with an awareness of musical style. Students use technology alongside their musical imagination to plan and create compositions. They consider the musical elements to create mood and atmosphere. By the end of the course, students are able to describe and explain key musical elements when listening to a variety of music.</p>