

Subject	Music		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
9	<p>Term 1 – Establishing skills</p> <ul style="list-style-type: none"> •Basic musicianship – looking after yourself and your fellow performers, looking after your instrument, how to practice effectively etc. •Focusing on the practical skills of students and establishing their true ability on their chosen instrument with guidance as to which instrument they may access and progress on most easily where needed. •Solo performance focus •Focusing on the basics required such as a reminder of the elements of music. •Musical context of a chosen genre – students select a genre of their choice and research to create a detailed essay covering the context and key features such as the elements of music and instrumentation. •Musical context of a contrasting genre (such as Western classical tradition due to nature of students’ choices) – students select/are given a contrasting genre to explore and analyse the context and key features of into a detailed essay. 	<p>Term 2 – Developing basic skills</p> <ul style="list-style-type: none"> •Applying skills developed in solo performance to ensemble performances – students will be put into groups based on their instrument and ability to enable groups to progress •For some students, they may need to further develop their solo skills on their chosen instrument depending on ability prior to opting for music. •Performing different genres – rehearse pieces/songs from various genres and styles of music •Additional research into a wider variety of styles/genres considering specific instrumental techniques required for those styles. •Stage presence – developing confidence for performing on stage and engaging the audience. •Development of theory to include key signatures, rhythm and time signatures. 	<p>Term 3 – Composition and Application of Skills</p> <ul style="list-style-type: none"> •Beginning to write shorts bits of melody and rhythm •Developing initial ideas to compose a longer piece individually/in a pair to fit a given brief such as a song for an open mic night or a piece for a horror film (practical and software based) •Continuing to develop performance skills to include a performance to fit a given brief both solo and ensemble.