

## Year 9 Music

Recreating a Pop Song	Knowledge, Skills, Understanding
<b>Higher</b>	<p><b>Create</b>            Be able to take a lead role in the rehearsal process, directing and making suggestions to improve and refine sections of the song.            Be able to use their voice with expression and feeling, displaying a range of dynamic contrast and variety in pitch.            Be able to shape the accompaniment by changing how the chords are played and/or by using extended chords</p> <p><b>Perform</b>            Be able to deliver a confident and accurate performance of the original pop song with performing flair.            Be able to maintain or react to a solid pulse resulting in a secure performance of the song.            Be able to display good communication skills within the group, resulting in a fluent and well-interpreted performance of the song.</p> <p><b>Evaluate</b>            Can regularly evaluate, refine and improve your performance of the song during the creative process and suggest improvements            Can use musical vocabulary to recognise and explain their strengths and areas for improvement when reviewing final performance</p>
<b>Intermediate</b>	<p><b>Create</b>            To be able to use their voice with expressions and feeling, displaying contrast and variety in dynamics.            To combine a range of elements such as texture and instrumentation to make the performance of the song unique.            To be able to work effectively within a group, contributing ideas and be a part of the creation of a well-rehearsed and refined song.</p> <p><b>Perform</b>            To be able to deliver an accurate performance of the original song with attention to articulation, phrasing and appropriate tempo.            To be able to maintain my own part and be a key member of the ensemble.            To display good communication skills within the group, resulting in an exciting and unique version of the original pop song.</p> <p><b>Evaluate</b>            Can regularly evaluate and improve the score/piece during the creative process finding ways to improve.            Can recognise, with some musical explanation their strengths and areas for improvement when reviewing final performance.</p>
<b>Foundation</b>	<p><b>Create</b>            To be able to learn the vocal melody or chords of a pop song.            To be able to explore ways to develop that pop song and make it unique            To be able to work within a group to combine ideas and shape a pre-composed piece of music.</p> <p><b>Perform</b>            To be able to deliver a group performance of a pop song.            To be able to respond to a steady pulse in performance and keep in time with others.            Show an awareness of others in a performance setting.</p> <p><b>Evaluate</b>            Can evaluate and refine your performance song during the creative process and respond to improvements.            Can recognise their strengths and areas for improvement when reviewing final performance.</p>

**NB: direct command = knowledge, 'can' = understanding, 'able to' = skills**

