



*Our Vision:  
To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

### KEY STAGE 3 – WORKING AT - MUSIC

Subject	Working Towards	Working At	Working Beyond
Music Y7	Students achieve many but not all aspects of the Working At criteria	<ul style="list-style-type: none"><li>Students can confidently create and layer sounds using GarageBand or other DAWs.</li><li>Students can record and edit their musical ideas using music technology.</li><li>Students can develop a simple melody or rhythmic idea that is musically coherent.</li><li>Students can use appropriate timbres and textures to enhance their composition.</li><li>Students can perform a simple melody or chord sequence on the keyboard with some accuracy.</li><li>Students can use at least one musical element (e.g., dynamics, tempo, texture) in their compositions.</li><li>Students can give a basic evaluation of their own and peers' work, suggesting ways to improve.</li></ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.
Music Y8	Students achieve many but not all aspects of the Working At criteria	<ul style="list-style-type: none"><li>Students can create structured compositions using loops, some layering, and digital effects in GarageBand/DAWs.</li><li>Students can record performances using multi-track recording.</li><li>Students can develop a melody, chord progression, or rhythmic pattern using appropriate techniques.</li><li>Students can demonstrate keyboard skills, playing with accurate rhythm and notes in at least one style.</li><li>Students can explore different timbres and textures to develop expressive pieces.</li><li>Students have knowledge of and experience with manipulating at least two musical elements (e.g., dynamics, articulation, tempo) to their work.</li><li>Students can analyse and evaluate their own and their peers' work, using key terminology to identify most strengths and areas to improve.</li></ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.

Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient



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Music Y9	Students achieve many but not all aspects of the Working At criteria	<ul style="list-style-type: none"><li>● Students can produce compositions in different genres, using digital tools to create stylistic elements.</li><li>● Students can use MIDI sequencing and audio recording techniques to construct a well-developed piece.</li><li>● Students understand how to manipulate loops, samples, and digital effects creatively.</li><li>● Students can perform a short piece on the keyboard or another instrument with technical control.</li><li>● Students can apply a range of musical elements (e.g., structure, harmony, texture) in their compositions.</li><li>● Students can refine and mix their recordings to improve sound quality.</li><li>● Students can critically evaluate their work and others' using detailed musical language.</li></ul>	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.
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