

Curriculum Related Expectations (CRE's):

Music

The below criteria are used by the department to assess students' progress, knowledge and skills throughout Year 9.

CRE Descriptor	AUT Term African Music Composition	SPR Term Blues & Pop Music Composition	SUM Term Minimalism Music Composition
<p style="text-align: center;">Mastering</p> <p style="text-align: center;"><i>(Learner meets all expectations of Developing and securing, and is succeeding in some or all of these areas as well).</i></p>	<ul style="list-style-type: none"> • Musical ideas are developed using four African features which are easily identifiable. • Each section of the music changes in its dynamics. • The performance is fluent throughout, with a clear intro and outro. 	<p>Blues Music:</p> <ul style="list-style-type: none"> • Musical ideas are developed using four Blues features which are easily identifiable. • Each section of the music changes in its dynamics. • The performance is fluent throughout, with a clear intro and outro. <p>Pop Music:</p> <ul style="list-style-type: none"> • My part in the performance is accurate throughout, and I am in time with the rest of the group. • Each section has changes in its dynamics. • The performance is fluent throughout with a clear intro and outro. 	<ul style="list-style-type: none"> • Musical ideas are developed using four Minimalism features which are easily identifiable. • Each section of the music changes in its dynamics. • The performance is fluent throughout, with a clear intro and outro.
<p style="text-align: center;">Securing</p> <p style="text-align: center;"><i>(Learner meets all expectations of Developing, and is succeeding in these some or all of these areas as well).</i></p>	<ul style="list-style-type: none"> • Musical ideas are developed using three African features which are easily identifiable. • There are two clear changes in dynamic range. • The performance is mostly fluent throughout, with a clear intro and outro. 	<p>Blues Music:</p> <ul style="list-style-type: none"> • Musical ideas are developed using three Blues features which are easily identifiable. • There are two clear changes in dynamic range. • The performance is mostly fluent throughout, with a clear intro and outro. <p>Pop Music:</p> <ul style="list-style-type: none"> • My part in the performance is mostly accurate throughout, and I am in time with the rest of the group. • There are two changes in its dynamics. • The performance is mostly fluent throughout with a clear intro and outro. 	<ul style="list-style-type: none"> • Musical ideas are developed using three Minimalism features which are easily identifiable. • There are two clear changes in dynamic range. • The performance is mostly fluent throughout, with a clear intro and outro.

Developing

(Learner is succeeding in some or all of these areas).

- Musical ideas are developed using two African features which are easily identifiable.
- There is one clear dynamic range within the music.
- The performance is fluent in places, with an intro and outro.

Blues Music:

- Musical ideas are developed using two Blues features which are easily identifiable.
- There is one clear dynamic range within the music.
- The performance is fluent in places, with an intro and outro.

Pop Music:

- My part in the performance is accurate in places, and I am in time with the rest of the group.
- There is one clear changes in its dynamics.
- The performance is fluent in places with a clear intro and outro.

- Musical ideas are developed using two Minimalism features which are easily identifiable.
- There is one clear dynamic range within the music.
- The performance is fluent in places, with an intro and outro.