



<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
<ul style="list-style-type: none"> <li>Analytical perspective encompassing a range of viewpoints - Reviews</li> <li>Decipher word problems</li> <li>Specific vocabulary that can be easily confused</li> <li>Contextualising</li> <li>Use of Musical terminology in context</li> <li>Reading signs and symbols in music including staff notation</li> </ul>	<ul style="list-style-type: none"> <li>Precise vocabulary</li> <li>Structured note taking</li> <li>Analytical writing</li> <li>Self-reflections / evaluations about practice process and performance</li> <li>Personal diaries and progress logs with reflective terminology</li> </ul>	<ul style="list-style-type: none"> <li>Use formal vocabulary describing self and peer reflection or analytical statements from professional practice and performance studies</li> <li>Eye contact at all times (from speaker and audience when giving feedback)</li> <li>Use key vocabulary with accuracy</li> <li>Project loudly and clearly using full sentences</li> <li>Replace fillers with precise, academic language</li> <li>Listen attentively</li> <li>'Musical ' listening skills including close analytical listening techniques</li> </ul>

**Strategies/pedagogy to support...**

<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Questioning. ...</li> <li>Analysing text structure. ...</li> <li><b>Summarizing</b></li> <li>Highlight or Annotate the Text. ...</li> <li>Take Notes on Main Points. ...</li> <li>Write <b>Questions</b> as You Read. ...</li> <li>Look Up Words You Don't Know. ... <b>Clarifying</b></li> <li>Make Connections / <b>Activating</b> prior knowledge</li> <li>Morphology</li> <li>The reciprocal reading approach as highlighted above (Summarize, question, clarity predict)</li> <li>Reading set of musical symbols</li> </ul>	<ul style="list-style-type: none"> <li>Sentence starters</li> <li>Tier 2 words</li> <li>DIRT</li> <li>Knowledge organisers</li> <li>Peer / self-assessment - checklists</li> <li>Modelling / verbal and written exemplar at various levels</li> <li>Computer - length and quality of writing</li> <li>Pre-writing First 5 recaps</li> <li>Motivation: Collaboration / Competition</li> </ul>	<ul style="list-style-type: none"> <li>Accountable to ensure talk is high quality, emphasises how talk can be subject specific.</li> <li>Modelling high quality talk, including key vocabulary and metacognitive reflection.               <ul style="list-style-type: none"> <li>Deliberately sequencing talk activities</li> <li>Open-ended questions</li> <li>Using wait time to reframe / extend / justify responses</li> <li>Precise feedback</li> <li>Verbal sentence starters</li> </ul> </li> </ul>
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• Sight reading musical texts		
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**Curriculum opportunities (Year 9)**

HT1	HT2	HT3	HT4	HT5	HT6
<ul style="list-style-type: none"> <li>• By target setting and reviewing targets</li> <li>• Milestone evaluations of self-improvements</li> <li>• Self and peer feedback / feedback</li> <li>• Using Word/vocabulary recognition and understanding</li> <li>• Comprehension: Reading objectives with built in command words.</li> <li>• Asking questions challenging ideas of own skills.</li> </ul> <p>(Reading, writing, speaking, listening)</p>	<ul style="list-style-type: none"> <li>• Identify and verbally respond to performed live and recorded music               <ul style="list-style-type: none"> <li>• Use of verbal and/or non-verbal communication in live performance and composing process with others.</li> <li>• Self-evaluation</li> <li>• Written and verbal reflections</li> </ul> </li> </ul> <p>(Writing, speaking, listening)</p>	<ul style="list-style-type: none"> <li>• Analyse and research what make a good lesson</li> <li>• Identify and measure the development of their leadership skills when composing and rehearsing in a small music ensemble reviewing targets, self-reflection.</li> <li>• Oral feedback how to improve / what went well using correct vocabulary/terminology</li> </ul> <p>(Comprehension, Writing, speaking, listening)</p>	<ul style="list-style-type: none"> <li>• Identify and measure the development of group leadership skills .</li> <li>• Self-reflection</li> <li>• Oral feedback how to improve / what went well using correct vocabulary/terminology</li> <li>• Asking questions challenging ideas of own skills.</li> </ul> <p>(Writing, speaking, listening)</p>	<ul style="list-style-type: none"> <li>• Examination of skills roles / responsibilities of the different practitioners through in-depth analysis and research.</li> <li>• Insightful reflection writing evaluation of skills strengths and areas for development / individual contribution including annotating photographs, recordings, auditing, evaluating and justify.</li> <li>• Review, analyse and refine stylistic qualities of range of Musical styles.</li> </ul> <p>(Comprehension, Writing, speaking, listening)</p>	<ul style="list-style-type: none"> <li>• Write analysis of musical text sing Word/vocabulary recognition and understanding</li> <li>• Examination of skills roles / responsibilities of the different music practitioners through in-depth analysis and research.</li> <li>• Insightful reflection writing Evaluation of skills strengths and areas for development / individual contribution including self-reflections, photographing, recording, auditing, evaluate and justify</li> <li>• Review, analyse and refine stylistic qualities of range of musical styles.</li> </ul> <p>(Comprehension, Writing, speaking, listening)</p>