



Year 10: ASK yourself!

Subject: Music

Unit: Pop and Rock Music

	Launching 1-2	Developing 3-4	Progressing 5-6	Mastering 7-9
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #5dade2; color: white; padding: 10px; font-size: 2em; margin-right: 5px;">S</div> <div>kills</div> </div>				
	I need to be able to compose simple chord sequences, riffs, melodies and rhythms in an appropriate style for pop music.	I am starting to compose simple chord sequences, riffs, melodies and rhythms in an appropriate style for pop music.	I can compose interesting chord sequences, riffs, melodies and rhythms in an appropriate style for pop music. I can use different devices and techniques appropriate to the genre of pop music.	I can compose complex chord sequences, riffs, melodies and rhythms in an appropriate style for pop music. I can use different devices and techniques appropriate to the genre of pop music.
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #5dade2; color: white; padding: 10px; font-size: 2em; margin-right: 5px;">K</div> <div>nowledge</div> </div>				
	I need to be able to recognise devices and techniques in a wide range of pop music and specifically in 'Since you've been gone' by Rainbow.	I know and can identify some devices and techniques in a wide range of pop music. I am beginning to understand how these devices are used in 'Since you've been gone' by Rainbow.	I am confident that I can identify a large number of devices and techniques in a wide range of pop music. I know how these devices are used in 'Since you've been gone' by Rainbow.	I can identify a wide range of devices and techniques in many genres of pop music. I know how these devices are used in 'Since you've been gone' by Rainbow and in songs by other artists. I can apply this knowledge when composing my own work.