### How does what you value appear in your KS3 curriculum?

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- **WHAT**
  - Improvising effectively demonstrating awareness of mood and times
  - Composes an effective piece which uses appropriate harmonic and rhythmic devices
  - Refines own music after suitable reflection
  - Engages in purposeful rehearsal techniques

- **HOW**
  - Is able to hold own part in solo performance
  - Performs an appropriately challenging part showing awareness of musicality
  - Demonstrates an understanding of the principles of composing in an appropriate starting point
  - Performs a simple part showing awareness of musicality

### What is the knowledge and understanding involving SMSC you are seeking to develop?

- **WHAT**
  - Shows evidence of emerging personal musical identity
  - Shows evidence of emerging collective musical identity
  - Engages others to articulate views on their own effective responses

- **HOW**
  - Responds to the music of others in an appropriate fashion
  - Refuses to give up on musical ideas too soon
  - Discusses and critiques the music of others appropriately

### What are the assessment criteria you are using for improvising?

- **WHAT**
  - Improvises effectively demonstrating awareness of mood and times
  - Improvises using appropriate imaginative ideas
  - Improvises an appropriately challenging part showing awareness of musicality

- **HOW**
  - Demonstrates an understanding of the principles of composing in an appropriate starting point
  - Demonstrates an understanding of the principles of composing in an appropriate starting point
  - Performs a simple part showing awareness of musicality

### Developing singing skills?

- **WHAT**
  - Sings in tune with musical expression

- **HOW**
  - Shows evidence of developing fluency
  - Shows evidence of developing fluency
  - Shows evidence of developing fluency

### Developing knowledge and understanding involving SMSC you are seeking to develop?

- **WHAT**
  - Shows evidence of emerging personal musical identity
  - Shows evidence of emerging collective musical identity

- **HOW**
  - Responds to the music of others in an appropriate fashion
  - Refuses to give up on musical ideas too soon
  - Discusses and critiques the music of others appropriately