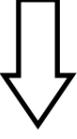


Music KS3 Progression Pathways

Pupil Progression	Performing	Composing	Listening	Critical Engagement	Social, Moral, Spiritual, Cultural	Extended Writing	Music ICT/Tech
	Can perform occasional sections which are accurate or without stopping/ hesitating, within an ensemble.	Can compose a rhythmic piece using simple notation with an awareness of other parts.	-Distinguish between vocals and instrumental. -Can identify some instruments accurately if there is a solo.	Can refine own music after suitable reflection	Shows an awareness of how own contribution (parts) fits with those of others.	Able to complete written listening task with scaffolding	Can follow instructions to change the "voice" of the keyboard.
	Can perform accurately only in the easier sections, within a solo or an ensemble.	Can compose a rhythmic piece, using simple western music notation, with an awareness of other parts.	Need support to recognise instruments with EAL prompts.	Can make spontaneous adaptations to own contribution.	Shows a willingness to participate in music making activities.	Able to complete written listening task without scaffolding	Can use the "voice" function on the keyboard to change the sound to be more appropriate for the task.
	Can perform a generally accurate piece although there are mistakes which stop the music from flowing properly, within a solo or an ensemble.	Can compose a 4-bar melody for the RH to play on a keyboard/piano using treble clef notes. Can compose a piece showing an awareness of a basic structure.	Can recognise instruments after demonstration in class. Shows understanding of some keywords by choosing the appropriate words from a table.	Can re-join the performance after rests(minor lapses)	Can engages in purposeful rehearsal techniques.	Developing the language to write about different musical genres correctly	Basic understanding of how to use keyboard to record/ create layers of sound using pre-programmed functions
	Can show evidence of developing fluency and an awareness of phrasing/ dynamics in a solo or ensemble. Can sometimes find difficulty in reacting and adjusting to other performers and have some awareness of balance between the parts.	Can write lyrics and/or compose a suitable melody to a given 12 -bar blues chord sequence, using chords I,IV and V. Can compose a 4-chord piece, showing an awareness of instrumentation, structure and texture.	-Can show a basic recognition of instruments. -Show an understanding of orchestral instruments and the sounds they evoke. Uses keywords without word prompts.	Can suggest appropriate refinements to practical music. Can justify choices and responses to music.	Is resilient to setbacks in the musical process.	Confident in writing critically about popular music and some classical music	-More extensive use of keyboard recording functions using Garageband.
	Can perform an accurate and fluent piece showing an awareness of intonation. Can generally adjust to other performers and have an awareness of balance between parts.	Can compose a suitable Ground Bass in a Major key up to 4 sharps/flats. Can show a good choice of instrumentation, structure, texture and dynamics.	Can show some ability to recognise instruments, musical style and some aspects of tonality/harmony. Shows an appropriate use of a music keywords.	Can communicate effectively with an audience.	Is prepared to take creative risks in music making.	Has basic understanding of how to plan for essay on set work, and writes up in bullet points	Can show a competent use of music technology using Garageband.

Music KS3 Progression Pathways (continued)

Pupil Progression	Performing	Composing	Listening	Critical Engagement	Social, Moral, Spiritual, Cultural	Extended Writing	Music ICT/Tech
	<ul style="list-style-type: none"> -Fluency is achieved with only minor hesitations -Mostly correct rhythm and pitch, a few mistakes. -Tone and tuning are generally secure. -Generally adjust to other performers and have shown a good awareness of balance between the parts. 	<ul style="list-style-type: none"> Can use contrasting chord progressions and diatonic melodies. Can modulate to a relative key using a bridge. Can show a competent use of instrumentation, texture, dynamics and a clear structure. 	<ul style="list-style-type: none"> -Has a sound grasp of main musical forms, styles and genres (classical, pop, jazz, folk, world music) -Confident in use of musical terminology 	<ul style="list-style-type: none"> Can communicate own work to an audience in an appropriate fashion. 	<ul style="list-style-type: none"> Can deal with performance anxiety in an appropriate fashion. 	<ul style="list-style-type: none"> Can plan and write with some fluency about composer, periods in music, set works at B grade 	<ul style="list-style-type: none"> -Ability to write for small pop group or instrumental duet/trio, adjusting the dynamics. Competent use of Sibelius/Logic
	<ul style="list-style-type: none"> -Has achieved fluency and the performance is confident. -Very good accuracy of rhythm and pitch -Tone and tuning are good. -Can adjust to other performers and have an excellent awareness of balance between the parts. 	<ul style="list-style-type: none"> Demonstrates secure grasp of harmony, tonality, melody and simple modulation to closely related keys. Strong sense of appropriate style and genre. 	<ul style="list-style-type: none"> Makes specific links between musical style, structure, instrumentation and tonality, harmony and the background context of musical works. 	<ul style="list-style-type: none"> Can discuss and critique own and the music of others appropriately. 	<ul style="list-style-type: none"> Shows evidence of an emerging personal musical identity. 	<ul style="list-style-type: none"> Can write fluently about composer, periods in music, specific set works eg for prep at A grade or higher 	<ul style="list-style-type: none"> Confident use of ICT to write in two contrasting styles, using performance indications.
	<ul style="list-style-type: none"> -Has achieved fluency and the performance is confident. -Can perform an appropriately challenging part showing an awareness of musicality, expression and intonation. -Good dynamic contrast and phrasing. -Can adjust to other performers and have an excellent awareness of balance between the parts 	<ul style="list-style-type: none"> Able to compose in at least two contrasting styles, making use of appropriate structure, harmony, tonality, melody, texture and instrumentation. 	<ul style="list-style-type: none"> Makes specific and holistic links between musical style, structure, form, tonality, harmony, instrumentation, and the social, cultural and historical context of musical works. 	<ul style="list-style-type: none"> Can respond to the music of others in an appropriate fashion. 	<ul style="list-style-type: none"> Shows evidence of an emerging collective identity. 	<ul style="list-style-type: none"> Writes fluently on a wide range of musical topics: conducts independent research beyond the curriculum or syllabus 	<ul style="list-style-type: none"> Uses music ICT confidently to support learning; e.g. Sibelius, Logic. Can set up recording technology, use editing programmes, Can upload and manage files on Soundcloud or similar or use YouTube channels
	<ul style="list-style-type: none"> -The performance is fluent and accurate -Tone and tuning are completely secure. -Excellent dynamic contrast and phrasing. -A very strong and believable performance. -An excellently executed piece all round. 	<ul style="list-style-type: none"> The compositions show individual style or composing "voice", rather than being pastiche. May start arranging scores for peers 	<ul style="list-style-type: none"> Exploring genres outside personal preferences; keeping listening diary - Concert attendance 	<ul style="list-style-type: none"> Can demonstrate a creative response to musical starting points 	<ul style="list-style-type: none"> Shows an awareness that affective responses differ between individuals. 	<ul style="list-style-type: none"> Researches and writes on new areas of music. Background reading. 	<ul style="list-style-type: none"> Using ICT in personal time for composing, recording, arranging -Personal Soundcloud account or YouTube channel