Focus area	<b>Emerging</b> – a student who	<b>Developing</b> – a student who	<b>Secure</b> – a student who has	<b>Mastered</b> – a student who
. 5585 4764	has emerging skills in the Y7	has developing skills in the	secure skills in the Y7 Music	has mastered the skills in
	Music curriculum will be	Y7 Music curriculum will be	curriculum will be able to:	the Y7 Music curriculum will
	able to:	able to:	curricularii wiii be abic to.	be able to:
Listening – developing the	Recognise the different	Recognise how the different	Recognise how the musical	Compare different kinds of
technical ability to identify	musical elements in pieces	musical elements are used	elements are combined and	music, using appropriate
the use and effects of	of music.	to create contrast, described	used expressively in	musical vocabulary in both
musical elements	of music.	I -	different kinds of music.	English and Italian.
musical elements		using basic terminology.	Able to describe music	English and Italian.
			using these key	
Composing	Domonstrata somo basis	Domonstrata somo	words.	Domonstrate thereugh
Composing	Demonstrate some basic	Demonstrate some	Demonstrate good	Demonstrate thorough
	understanding of the	understanding of the	understanding of expressive	understanding of the
	musical elements, and	musical elements and how	use of musical elements.	expressive use of the
	create simple musical ideas	they can be used to create	Can show development of	musical elements, creating
	which may be a little	musical effect. Can combine	simple ideas.	musically successful ideas.
	disjointed	several layers of sound with		Compose music within
		an awareness of combined		different styles using
		effect.		appropriate musical devices
				(structure, chords, rhythm,
				melody)
Performing – solo skills	Perform very simple	Perform rhythmically simple	Perform rhythmically simple	Perform more complex
	rhythms with some accuracy	parts accurately most of the	parts confidently and	rhythms accurately using a
	using a very limited range of	time, using a limited range	accurately using a wider	wider range of notes.
	notes	of notes	range of notes	
				Sings with fluency
	Sings more-or-less in tune,	Sings in tune with musical	Sings with accuracy and	
	following the contours of	expression	stylistic integrity	Improvises appropriately
	the song			and musically with stylistic
		Improvises using a limited	Improvises simple responses	integrity
	Improvises basic musical	range of given options	which mostly echo source	
	responses		materials	

Performing – ensemble	Contributes to group	Play somewhat reliably in	Play reliably in group	Take more of a leading role
skills	performance, playing more	group performance with	performance, in time, with	in performance.
	simple lines, requiring	some awareness of own	awareness of own part	
	peer/teacher support	part		

Focus area	<b>Emerging</b> – a student who	<b>Developing</b> – a student who	<b>Secure</b> – a student who has	Mastered – a student who
	has emerging skills in the Y8	has developing skills in the	secure skills in the Y8 Music	has mastered the skills in the
	Music curriculum will be	Y8 Music curriculum will be	curriculum will be able to:	Y8 Music curriculum will be
	able to:	able to:		able to:
Listening – developing the	Recognise how the different	Recognise how the musical	Compare different kinds of	Analyse and compare
technical ability to identify	musical elements are used	elements are combined and	music, using appropriate	musical features and
the use and effects of	to create contrast, described	used expressively in	musical vocabulary in both	evaluate how venue,
musical elements	using basic terminology.	different kinds of music.	English and Italian.	occasion and purpose
		Able to describe music		affects the way music is
		using these key		created, performed and
		words.		heard.
Composing	Demonstrate some	Demonstrate good	Demonstrate thorough	Compose more confidently
	understanding of the	understanding of expressive	understanding of the	within different genres and
	musical elements and how	use of musical elements.	expressive use of the	styles; use harmonic and
	they can be used to create	Can show development of	musical elements, creating	non-harmonic devices;
	musical effect. Can combine	simple ideas.	musically successful ideas.	sustain and develop musical
	several layers of sound with		Compose music within	ideas. Uses relevant
	an awareness of combined		different styles using	notation to plan, revise and
	effect.		appropriate musical devices	refine material
			(structure, chords, rhythm,	
			melody)	
Performing – solo skills	Perform rhythmically simple	Perform rhythmically simple	Perform more complex	Perform with a high level of
	parts accurately most of the	parts confidently and	rhythms accurately using a	confidence and make
	time, using a limited range	accurately using a wider	wider range of notes.	expressive use of tempo,
	of notes	range of notes		dynamics, phrasing and
	Sings in tune with musical		Sings with fluency	timbre
	expression	Sings with accuracy and		
		stylistic integrity	Improvises appropriately	Sings with good control and
	Improvises using a limited		and musically with stylistic	expression, may add
	range of given options		integrity	

		Improvises simple responses which mostly echo source materials		additional harmonies and solo lines
				Improvise within different genres with musicality, and shows development of ideas
Performing – ensemble skills	Play somewhat reliably in group performance with some awareness of own part	Play reliably in group performance, in time, with awareness of own part	Take more of a leading role in group performance.	Developing awareness of own contribution to group beyond part e.g. teaching others, taking a solo, providing rhythmic support, leading group

Focus area	<b>Emerging</b> – a student who	<b>Developing</b> – a student who	Secure – a student who has	Mastered – a student who
	has emerging skills in the Y9	has developing skills in the	secure skills in the Y9 Music	has mastered the skills in the
	Music curriculum will be	Y9 Music curriculum will be	curriculum will be able to:	Y9 Music curriculum will be
	able to:	able to:		able to:
Listening – developing the	Recognise how the musical	Compare different kinds of	Analyse and compare	Analyse, compare and
technical ability to identify	elements are combined and	music, using appropriate	musical features and	evaluate how music reflects
the use and effects of	used expressively in	musical vocabulary in both	evaluate how venue,	the contexts in which it is
musical elements	different kinds of music.	English and Italian.	occasion and purpose	created.
	Able to describe music		affects the way music is	
	using these key		created, performed and	Evaluate and make critical
	words.		heard.	judgements about the use of
				musical conventions.
				Evaluate how different
				contexts are reflected in
				your own and others work.
Composing	Demonstrate good	Demonstrate thorough	Compose more confidently	Composes music which
	understanding of expressive	understanding of the	within different genres and	shows some development of
	use of musical elements.	expressive use of the	styles; use harmonic and	ideas and confident use of
	Can show development of	musical elements, creating	non-harmonic devices;	conventions and musical
	simple ideas.	musically successful ideas.	sustain and develop musical	elements. They will explore
		Compose music within	ideas. Uses relevant	the potential of musical
		different styles using	notation to plan, revise and	structures and resources.
		appropriate musical devices	refine material	
		(structure, chords, rhythm, melody)		
Performing – solo skills	Perform rhythmically simple	Perform more complex	Perform with a high level of	Perform reliably,
	parts confidently and	rhythms accurately using a	confidence and make	maintaining and
	accurately using a wider	wider range of notes.	expressive use of tempo,	independent part fluently
	range of notes		dynamics, phrasing and	and accurately. Includes
		Sings with fluency	timbre	expressive use of dynamics

	Sings with accuracy and			and phrasing appropriate to
	stylistic integrity	Improvisos appropriatoly	Sings with good control and	the style and mood of the
	Stylistic integrity	Improvises appropriately		,
		and musically with stylistic	expression, may add	music.
	Improvises simple responses	integrity	additional harmonies and	
	which mostly echo source		solo lines	Sings with a deeper sense of
	materials			style and occasion and able
			Improvise within different	to perform material with
			genres with musicality, and	flair and personality.
			shows development of ideas	
				Improvise stylistically within
				different genres and
				demonstrates ability to
				develop and adapt ideas.
Performing – ensemble	Play reliably in group	Developing awareness of	Developing awareness of	Will make significant
skills	performance, in time, with	own contribution to group	own contribution to group	contributions to the group
	awareness of own part	beyond part e.g. teaching	beyond part e.g. teaching	and listens and responds
		others, taking a solo,	others, taking a solo,	well to the ideas of others.
		providing rhythmic support,	providing rhythmic support,	Looks for ways to develop
		leading group	leading group	ideas.