

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

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

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

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