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| **Music**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Listening, Appraising and Reading Music** | **I can:**  Describe the music elements and recognise some in listening tasks  Classify instruments according to their physical properties and identify instruments in listening tasks  Suggest improvements to my own and other’s work  I can create and interpret graphic scores  Recognise the following rhythmical symbols: semibreves, minims, crotchets, quavers and semiquavers  Read treble clef notation 9(E – F) | **I can:**  Explore the contexts, origins and traditions of different musical styles  Identify different genres of music and their features in a listening task  Evaluate how venue, occasion and purpose affect the way music is created, performed and heard  Consider successful/non-successful outcomes and improve my own and other’s work  Recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values  Read treble clef notation with ledger lines  Identify tones and semitones on the keyboard including sharps and flats | **I can:**  Describe and compare musical features in listening tasks using appropriate vocabulary  Evaluate the success of my work and set realistic targets for improvement  Read bass clef notation with ledger lines  Construct and recognise the difference between major, minor and chromatic scales | **I can:**  Analyse music in detail, using key words and musical terminology  Evaluate how different contexts are reflected in my own and other’s work  Notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers and their rest signs) and pitches using the Grand Staff using simple time-signatures and bar lines  Construct major and minor chords | **I can:**  Write accurate descriptions, using technical music vocabulary to give detailed answers  Evaluate and make critical judgements about the use of musical conventions  Read/write notation in compound time-signatures  Determine tonality by ear and recognise/write all major key signatures |
| **Performance** | I can:  perform pieces of music using notes within the range of one octave using a note guide  perform with reasonable fluency and accuracy on the keyboard from a score with letter names  perform in front of others | I can:  Perform pieces of music using a pitch range of 2 octaves using a note guide  Perform fluently and accurately on the keyboard from a score with letter names  Maintain my part during group performances  Play three chords on the ukulele  Demonstrate reasonable confidence during performances | I can:  Perform fluently and accurately on the keyboard without a note guide  Read/play from tab notation  Adjust my part showing awareness of the needs of others during group/ensemble playing  Perform longer parts from memory/ or music notations  Demonstrate a high level of confidence during performances | I can:  Perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing  Play from a musical score without the letter names written on to assist me  Coordinate my part with the other performers considering timing  Add a chordal accompaniment to a melody | I can:  Play more challenging parts on my own instrument or the keyboard following complex rhythms and playing more than one part (ABRSM Grade 1)  Read a musical score coherently  Make appropriate adjustments to my part within an ensemble considering sound balance |
| **Composition** | I can:  Create simple melodic/rhythmic phrases with a set of given notes  Create compositions which explore different timbres  Develop composition ideas in rehearsal time  Compose using some form of notation | I can:  Create melodic and rhythmic material within a given structure and key/scale  Use tempo and dynamics creatively  Refine and improve initial ideas effectively during rehearsals | I can:  Create/compose music for different genres which explore the music elements and devices  Use relevant notation to plan and score my composition  Develop musical ideas in rehearsal time | I can:  Create/compose musical compositions using a range of music elements and devices  Compose complementary parts | I can:  Create/compose musical compositions exploiting the music elements and devices  Explore a range of different styles, genres and traditions  Use music software to score my composition |

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| **Music**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| L**istening, Appraising and Reading Music** | **I can:**  explore the contexts, origins and traditions of different musical styles  identify different genres of music and their features in a listening task  evaluate how venue, occasion and purpose affect the way music is created, performed and heard  consider successful/non-successful outcomes and improve my own and other’s work  recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values  read treble clef notation with ledger lines  identify tones and semitones on the keyboard including sharps and flats | **I can:**  describe and compare musical features in listening tasks using appropriate vocabulary  evaluate the success of my work and set realistic targets for improvement  read bass clef notation with ledger lines  construct and recognise the difference between major, minor and chromatic scales | **I can:**  analyse music in detail, using key words and musical terminology  evaluate how different contexts are reflected in my own and other’s work  notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers and their rest signs) and pitches using the Grand Staff using simple time-signatures and bar lines  construct major and minor chords | **I can:**  write accurate descriptions, using technical music vocabulary to give detailed answers  evaluate and make critical judgements about the use of musical conventions  read/write notation in compound time-signatures  determine tonality by ear and recognise/write all major key signatures | **I can:**  display excellent knowledge of key words for topics covered and musical terminology with detailed descriptions of musical features identified  determine tonality by ear and recognise/write all major and minor key signatures  construct primary and secondary chords using the traditional and Roman Numeral system of figuration |
| **Performance** | **I can:**  perform pieces of music using a pitch range of 2 octaves using a note guide  perform fluently and accurately on the keyboard from a score with letter names  maintain my part during group performances  play three chords on the ukulele  demonstrate reasonable confidence during performances | **I can:**  perform fluently and accurately on the keyboard without a note guide  read/play from tab notation  adjust my part showing awareness of the needs of others during group/ensemble playing  Perform longer parts from memory/ or music notations  demonstrate a high level of confidence during performances | **I can:**  perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing  play from a musical score without the letter names written on to assist me  coordinate my part with the other performers considering timing  add a chordal accompaniment to a melody | **I can:**  play more challenging parts on my own instrument or the keyboard following complex rhythms and playing more than one part (ABRSM Grade 1)  read a musical score coherently  make appropriate adjustments to my part within an ensemble considering sound balance | **I can:**  perform extended pieces of music in different styles using relevant notations  demonstrate good performing skills and demonstrate secure technical ability on my own instrument (ABRSM Grade 2)  collaborate effectively with other performers |
| **Composition** | **I can:**  create melodic and rhythmic material within a given structure and key/scale  use tempo and dynamics creatively  refine and improve initial ideas effectively during rehearsals | **I can:**  create/compose music for different genres which explore the music elements and devices  use relevant notation to plan and score my composition  develop musical ideas in rehearsal time | **I can:**  create/compose musical compositions using a range of music elements and devices  compose complementary parts | **I can:**  create/compose musical compositions exploiting the music elements and devices  explore a range of different styles, genres and traditions  use music software to score my composition | **I can:**  compose extended, memorable pieces with a clear structure and a sense of direction and shape  adapt, improvise, extend and discard musical ideas within a chosen musical style |

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| **Music**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| L**istening, Appraising and Reading Music** | **I can:**  explore the contexts, origins and traditions of different musical styles  identify different genres of music and their features in a listening task  evaluate how venue, occasion and purpose affect the way music is created, performed and heard  consider successful/non-successful outcomes and improve my own and other’s work  recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values  read treble clef notation with ledger lines  identify tones and semitones on the keyboard including sharps and flats | **I can:**  describe and compare musical features in listening tasks using appropriate vocabulary  evaluate the success of my work and set realistic targets for improvement  read bass clef notation with ledger lines  construct and recognise the difference between major, minor and chromatic scales | **I can:**  analyse music in detail, using key words and musical terminology  evaluate how different contexts are reflected in my own and other’s work  notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers and their rest signs) and pitches using the Grand Staff using simple time-signatures and bar lines  construct major and minor chords | **I can:**  write accurate descriptions, using technical music vocabulary to give detailed answers  evaluate and make critical judgements about the use of musical conventions  read/write notation in compound time-signatures  determine tonality by ear and recognise/write all major key signatures | **I can:**  discriminate between musical styles, genres and traditions, commenting on the relationship between the musical characteristics and its cultural context, and justifying the conclusions that I have drawn  demonstrate excellent score-reading skills and understand the relationship between key signatures, tonality, melody and chords |
| **Performance** | **I can:**  perform pieces of music using a pitch range of 2 octaves using a note guide  perform fluently and accurately on the keyboard from a score with letter names  maintain my part during group performances  play three chords on the ukulele  demonstrate reasonable confidence during performances | **I can:**  perform fluently and accurately on the keyboard without a note guide  read/play from tab notation  adjust my part showing awareness of the needs of others during group/ensemble playing  Perform longer parts from memory/ or music notations  demonstrate a high level of confidence during performances | **I can:**  perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing  play from a musical score without the letter names written on to assist me  coordinate my part with the other performers considering timing  add a chordal accompaniment to a melody | **I can:**  play more challenging parts on my own instrument or the keyboard following complex rhythms and playing more than one part (ABRSM Grade 1)  read a musical score coherently  make appropriate adjustments to my part within an ensemble considering sound balance | **I can:**  demonstrate exceptional technical ability on my instrument showing outstanding performance skills (ABRSM Grade 3)  take leadership within rehearsals and performances |
| **Composition** | **I can:**  create melodic and rhythmic material within a given structure and key/scale  use tempo and dynamics creatively  refine and improve initial ideas effectively during rehearsals | **I can:**  create/compose music for different genres which explore the music elements and devices  use relevant notation to plan and score my composition  develop musical ideas in rehearsal time | **I can:**  create/compose musical compositions using a range of music elements and devices  compose complementary parts | **I can:**  create/compose musical compositions exploiting the music elements and devices  explore a range of different styles, genres and traditions  use music software to score my composition | **I can:**  develop highly imaginative and original compositions exploring advanced musical techniques e.g. scoring for different instruments, adding performance directions, using modulation and showing a clear understanding of the relationship between melodies and chords |