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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 tasksClassify instruments according to their physical properties and identify instruments in listening tasksSuggest improvements to my own and other’s workI can create and interpret graphic scoresRecognise the following rhythmical symbols: semibreves, minims, crotchets, quavers and semiquaversRead treble clef notation 9(E – F) | **I can:**Explore the contexts, origins and traditions of different musical stylesIdentify different genres of music and their features in a listening taskEvaluate how venue, occasion and purpose affect the way music is created, performed and heardConsider successful/non-successful outcomes and improve my own and other’s workRecognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note valuesRead treble clef notation with ledger linesIdentify tones and semitones on the keyboard including sharps and flats | **I can:**Describe and compare musical features in listening tasks using appropriate vocabularyEvaluate the success of my work and set realistic targets for improvementRead bass clef notation with ledger linesConstruct and recognise the difference between major, minor and chromatic scales | **I can:** Analyse music in detail, using key words and musical terminologyEvaluate how different contexts are reflected in my own and other’s workNotate 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 answersEvaluate and make critical judgements about the use of musical conventionsRead/write notation in compound time-signaturesDetermine 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 guideperform with reasonable fluency and accuracy on the keyboard from a score with letter namesperform in front of others | I can:Perform pieces of music using a pitch range of 2 octaves using a note guidePerform fluently and accurately on the keyboard from a score with letter namesMaintain my part during group performancesPlay three chords on the ukuleleDemonstrate reasonable confidence during performances | I can:Perform fluently and accurately on the keyboard without a note guideRead/play from tab notationAdjust my part showing awareness of the needs of others during group/ensemble playingPerform longer parts from memory/ or music notationsDemonstrate a high level of confidence during performances | I can: Perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasingPlay from a musical score without the letter names written on to assist meCoordinate my part with the other performers considering timingAdd 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 coherentlyMake appropriate adjustments to my part within an ensemble considering sound balance |
| **Composition** | I can:Create simple melodic/rhythmic phrases with a set of given notesCreate compositions which explore different timbresDevelop composition ideas in rehearsal timeCompose using some form of notation | I can:Create melodic and rhythmic material within a given structure and key/scaleUse tempo and dynamics creativelyRefine and improve initial ideas effectively during rehearsals | I can:Create/compose music for different genres which explore the music elements and devicesUse relevant notation to plan and score my compositionDevelop musical ideas in rehearsal time | I can:Create/compose musical compositions using a range of music elements and devicesCompose complementary parts | I can:Create/compose musical compositions exploiting the music elements and devicesExplore a range of different styles, genres and traditionsUse 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 stylesidentify different genres of music and their features in a listening taskevaluate how venue, occasion and purpose affect the way music is created, performed and heardconsider successful/non-successful outcomes and improve my own and other’s workrecognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note valuesread treble clef notation with ledger linesidentify tones and semitones on the keyboard including sharps and flats | **I can:**describe and compare musical features in listening tasks using appropriate vocabularyevaluate the success of my work and set realistic targets for improvementread bass clef notation with ledger linesconstruct and recognise the difference between major, minor and chromatic scales | **I can:** analyse music in detail, using key words and musical terminologyevaluate how different contexts are reflected in my own and other’s worknotate 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 answersevaluate and make critical judgements about the use of musical conventionsread/write notation in compound time-signaturesdetermine 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 identifieddetermine tonality by ear and recognise/write all major and minor key signaturesconstruct 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 guideperform fluently and accurately on the keyboard from a score with letter namesmaintain my part during group performancesplay three chords on the ukuleledemonstrate reasonable confidence during performances | **I can:**perform fluently and accurately on the keyboard without a note guideread/play from tab notationadjust my part showing awareness of the needs of others during group/ensemble playingPerform longer parts from memory/ or music notationsdemonstrate a high level of confidence during performances | **I can:** perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasingplay from a musical score without the letter names written on to assist mecoordinate my part with the other performers considering timingadd 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 coherentlymake appropriate adjustments to my part within an ensemble considering sound balance | **I can:**perform extended pieces of music in different styles using relevant notationsdemonstrate 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/scaleuse tempo and dynamics creativelyrefine and improve initial ideas effectively during rehearsals | **I can:**create/compose music for different genres which explore the music elements and devicesuse relevant notation to plan and score my compositiondevelop musical ideas in rehearsal time | **I can:**create/compose musical compositions using a range of music elements and devicescompose complementary parts | **I can:**create/compose musical compositions exploiting the music elements and devicesexplore a range of different styles, genres and traditionsuse music software to score my composition | **I can:**compose extended, memorable pieces with a clear structure and a sense of direction and shapeadapt, 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 stylesidentify different genres of music and their features in a listening taskevaluate how venue, occasion and purpose affect the way music is created, performed and heardconsider successful/non-successful outcomes and improve my own and other’s workrecognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note valuesread treble clef notation with ledger linesidentify tones and semitones on the keyboard including sharps and flats | **I can:**describe and compare musical features in listening tasks using appropriate vocabularyevaluate the success of my work and set realistic targets for improvementread bass clef notation with ledger linesconstruct and recognise the difference between major, minor and chromatic scales | **I can:** analyse music in detail, using key words and musical terminologyevaluate how different contexts are reflected in my own and other’s worknotate 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 answersevaluate and make critical judgements about the use of musical conventionsread/write notation in compound time-signaturesdetermine 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 drawndemonstrate 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 guideperform fluently and accurately on the keyboard from a score with letter namesmaintain my part during group performancesplay three chords on the ukuleledemonstrate reasonable confidence during performances | **I can:**perform fluently and accurately on the keyboard without a note guideread/play from tab notationadjust my part showing awareness of the needs of others during group/ensemble playingPerform longer parts from memory/ or music notationsdemonstrate a high level of confidence during performances | **I can:** perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasingplay from a musical score without the letter names written on to assist mecoordinate my part with the other performers considering timingadd 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 coherentlymake 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/scaleuse tempo and dynamics creativelyrefine and improve initial ideas effectively during rehearsals | **I can:**create/compose music for different genres which explore the music elements and devicesuse relevant notation to plan and score my compositiondevelop musical ideas in rehearsal time | **I can:**create/compose musical compositions using a range of music elements and devicescompose complementary parts | **I can:**create/compose musical compositions exploiting the music elements and devicesexplore a range of different styles, genres and traditionsuse 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 |