

Year/Grade			SUBJECT MUSIC PROGRESS MAP: Learning and Assessment Objectives			
Y7	Y8	Y9	Performance – I can:	Composition – I can:	Listening – I can:	Evaluation – I can:
		9	<ul style="list-style-type: none"> -perform at Grade 4 standard or above and will likely have lessons. -perform challenging pieces with a high level of accuracy and confidence. -demonstrate exceptional technical skill and sensitively follow the dynamics and articulation to create a sense of style. 	<ul style="list-style-type: none"> -demonstrate stimulating and imaginative ideas to produce complex compositions. -organise ideas within an advanced structure. -create imaginative contrast in all elements of music. -create melodic phrases with character. -show advanced development of ideas. - explore a wide range of textures. -use modulation and different keys. - use dynamics and a variety of rhythmic/stylistic devices to achieve a sense of style and character. 	<ul style="list-style-type: none"> -use advanced musical vocabulary. -identify advanced musical features/devices accurately with reference to genre when responding to music. -transcribe melodic and rhythmic parts with complete accuracy. -accurately analyse and evaluate musical devices and their intended purpose. 	<ul style="list-style-type: none"> -demonstrate excellent use of music vocabulary. -make critical judgements on my own work and other peoples. -set specific targets based on skills.
	9	8	<ul style="list-style-type: none"> -perform at Grade 3 standard and will likely have lessons -perform challenging pieces with good accuracy and confidence. -demonstrate good technical control and accurately follow the dynamics and articulation to create a secure sense of style. 	<ul style="list-style-type: none"> -demonstrate interesting and creative ideas to produce complex compositions. -organise ideas within an advanced structure. -create interesting contrast. -create melodic phrases with character. - show significant development of ideas. -explore texture to create contrast. -use different keys between different sections. -use dynamic changes and a variety of rhythmic/stylistic devices to achieve a sense of style and character. 	<ul style="list-style-type: none"> -use advanced musical vocabulary. -accurately identify musical features/devices showing awareness of genre when responding to music. -transcribe melodic and rhythmic parts with a high level of accuracy. -accurately analyse musical devices and the potential effect on the listener. 	<ul style="list-style-type: none"> -demonstrate very good music vocabulary. -make critical judgements on my own and other people's work.
9	8	7	<ul style="list-style-type: none"> -perform at Grade 2 standard and will likely have lessons -perform more difficult pieces with secure accuracy and confidence -demonstrate good technical ability and sensitively follow the dynamics and articulation to create a sense of style. 	<ul style="list-style-type: none"> - produce successful compositions with a sense of wholeness. -organise ideas in a strong structure. -create imaginative and memorable melodic phrases. -show development of ideas. -compose using an interesting and harmonically secure accompaniment to create contrast. -successfully explore of texture. -compose using dynamics and different rhythms to create the intended effect. 	<ul style="list-style-type: none"> -use a wide range of music vocabulary. -identify musical features with good accuracy when responding to music. - transcribe melodic and rhythmic parts with some accuracy. - explain and justify how musical features express emotion and context. 	<ul style="list-style-type: none"> -demonstrate good use of music vocabulary. -make informed judgements on my own work and other people's work.
8	7	6	<ul style="list-style-type: none"> -perform at Grade 1 standard -perform a more difficult piece with good accuracy -demonstrate secure technical ability and accurately follow the dynamics and articulation with an appropriate sense of style. -show good ensemble skills and maintain an independent part fluently and accurately. 	<ul style="list-style-type: none"> -produce effective compositions. -organise ideas in a good structure. -create successful and memorable melodic phrases. - use simple methods of development. -compose an interesting accompaniment within a key -effectively use texture. -compose using dynamics and different rhythms for an intended effect. 	<ul style="list-style-type: none"> -give accurate and concise definitions of musical terms. -identify musical features with some degree of accuracy when responding to music. -transcribe simple melodic and rhythmic parts with a good degree of accuracy. -describe how musical features express emotion and context. 	<ul style="list-style-type: none"> -demonstrate secure use of music vocabulary. -make informed judgements of my own and other people's work.
7	6	5	<ul style="list-style-type: none"> -perform a mostly accurate performance of a more difficult piece -demonstrate technical ability and follow some dynamics and articulation to create a sense of style. - show good ensemble skills and can adapt to changes in tempo. -play with independent hands on a keyboard. 	<ul style="list-style-type: none"> -combine musical ideas satisfactorily. -organise ideas in a simple structure. -create coherent melodic phrases. -use repetition, development and contrast. -compose an accompaniment using chords and different layers. -use dynamic changes and variety of rhythms and appropriate tempo to achieve contrast. 	<ul style="list-style-type: none"> - give definitions of some musical terms. -identify common musical features with accuracy when responding to music. - transcribe simple melodic and rhythmic parts with some degree of accuracy. -describe musical features and their effect on the listener. 	<ul style="list-style-type: none"> -demonstrate appropriate use of music vocabulary. -express and justify my opinion using music vocabulary.

6	5	4	<ul style="list-style-type: none"> -perform simple pieces with accuracy. - demonstrates control and some elements of style. -maintain a part in a group with some fluency and accuracy. -play single-finger bass and melody on the keyboard. 	<ul style="list-style-type: none"> -compose pieces that show organisation within a simple structure. -create melodic phrases with a sense of shape and rhythm. -compose an accompaniment with a sense of key and use of layers. -use appropriate dynamics and a variety of rhythms for an intended effect. 	<ul style="list-style-type: none"> -accurately describe some basic musical terms like the elements and instruments. - identify some common musical features with some accuracy when responding to music. - use my understanding of simple rhythms and melodic shape to notate an idea. -describe musical features and their basic effects on the listener. 	<ul style="list-style-type: none"> -demonstrate some use of music vocabulary. -make some judgements on my own work and other people's work.
5	4	3	<ul style="list-style-type: none"> -perform simple pieces with reasonable accuracy -demonstrates some elements of style. -play a part in a group and be able to rejoin a performance if mistakes are made. -perform one line of music on the keyboard with RH only. 	<ul style="list-style-type: none"> -compose pieces that show organisation of sound. -create melodic phrases with a sense of shape and question and answer phrasing. -compose an accompaniment using a repeating bass line or chords. -use appropriate dynamics, simple rhythms and maintain a sense of time signature. 	<ul style="list-style-type: none"> -describe some basic musical terms like the elements and common instruments. -identify some simple music features when responding to music. -use basic musical symbols to notate simple ideas. -imaginatively describe the mood of a piece. 	<ul style="list-style-type: none"> -demonstrate limited use of music vocabulary. -make some judgements on my own work and other people's work.
4	3	2	<ul style="list-style-type: none"> -perform very simple pieces with accuracy or simple pieces with a broad sense of accuracy. -demonstrate a basic sense of style. -maintain a part in a group with support. -perform one line of music on the keyboard with 2 hands. 	<ul style="list-style-type: none"> -compose short pieces that show organisation of sound. -compose simple music that makes some use of the elements of music that relates to a brief. -create melodic phrases with a sense of shape. -compose a simple accompaniment like a semibreve bass line or block chord. -use simple rhythms and maintain a sense of time signature. 	<ul style="list-style-type: none"> -describe some simple musical devices. -confidently identify the use of the elements of music when responding to music. - graphically notate simple ideas with accuracy. -describe the mood of a musical piece. 	<ul style="list-style-type: none"> -describe music using some key words. -use WWW and EBI.
3	2	1	<ul style="list-style-type: none"> -perform very simple pieces with reasonable accuracy or simple pieces with limited accuracy. -demonstrate a limited sense of style. -maintain my own simple part in a group with support. 	<ul style="list-style-type: none"> -compose pieces that have a sense of organisation. -create a simple melodic phrase with a beginning, middle and end. -compose a very simple accompaniment using drone or ostinato. -use simple rhythms to compose. 	<ul style="list-style-type: none"> -recognise simple musical terms. -identify simple elements of music with some degree of accuracy when responding to music. -graphically notate simple ideas with some accuracy. -describe the mood of a musical piece. 	<ul style="list-style-type: none"> -describe music in basic terms. -use WWW and EBI with guidance.
2	1		<ul style="list-style-type: none"> -perform and repeat simple patterns with a good sense of pulse. -demonstrate coordination on an instrument. -perform with a group with support. 	<ul style="list-style-type: none"> -compose and combine simple repeating patterns. -use the elements to create a mood. 	<ul style="list-style-type: none"> -identify if the music is loud/quiet/fast/slow and some instruments. -identify simple features of music with prompts. 	<ul style="list-style-type: none"> -talk about my work use WWW and EBI with guidance.
1			<ul style="list-style-type: none"> -perform and repeat simple patterns. -demonstrate some coordination on an instrument. -find the notes with support. -perform with a group with support. 	<ul style="list-style-type: none"> -explore timbre and compose simple rhythmic patterns. -make basic use of musical elements to create a mood. 	<ul style="list-style-type: none"> -identify if the music is loud/quiet/fast/slow -identify simple features of music with guidance. 	<ul style="list-style-type: none"> -talk about my work use WWW and EBI selecting appropriate sentences from a list given.