

		Music		
Year	GCSE	Performing	Composing	Listening & Appraising
1	1	Explore using the voice to communicate through song.	Explore making different sounds with their voice	Identify some instruments in the classroom
		Sing a simple song as a class/large group	Explore making different sounds with instruments	Begin to describe music in their own words
		Explore playing different instruments (e.g. Boomwhackers) and the sounds they can make	Explain why they have chosen a particular instrument/sound-producer	Respond to music through movement or drawing
		Clap short rhythmic patterns		
2	2	Sing and follow a simple melody line (Mi-So; Do-Re-Mi)	Improvise simple melody patterns (2-3 notes)	Identify some instruments in the classroom
		Sing a simple song as a class/large group	Modify copied rhythm patterns	Begin to describe music in their own words
		Explore playing a variety of different classroom instruments and the sounds they can make	Order sounds; Create a beginning, middle and ending	Respond to music through movement or drawing
		Repeat simple rhythms using hands/clapping and instruments		
		Create specific sounds: High/low; Fast/short; Loud/soft		
3	3	Begin to control their voice while singing: Breath control; Pitch; Diction	Improvise simple melody patterns (3-4 notes)	Identify a range of instruments in the classroom
		Sing an entire song from memory as a class/large group in front of an audience	Improvise a simple rhythm pattern	Define simple musical terms such as: rhythm; pitch
		Perform a simple song together as a class using instruments	Contribute some ideas towards their group's composition	Begin to describe music (eg. Describe the speed, volume)
		Begin to find the pulse and play somewhat in time	Describe their musical ideas using basic language	
		Play simple rhythms	Organise musical ideas together (i.e. beginning - middle - end)	
			<i>Use music technology to create a piece of music using 'loops'</i>	
4	4	Control their voice while singing: Breath control; Pitch; Diction	Improvise simple melody patterns (3-4 notes)	Identify some popular, orchestral & world music instruments
		Sing an entire song from memory as a class/large group in front of an audience	Improvise a longer rhythm pattern	Define simple musical terms such as: chord; rhythm; pitch
		Find and play most of the notes on a keyboard/xylophone	Contribute some ideas towards their group's composition	Begin to describe music (eg. Describe the speed, volume, instruments)
		Rehearse and practise a melodic pattern accurately	Describe their musical ideas in some detail	
		Find the pulse and play mostly in time	Organise musical ideas together (i.e. beginning - middle - end)	
		Play simple rhythms fairly accurately	<i>Use music technology to create a piece of music using 'loops'</i>	
		Perform a short, simple piece of music together as a class/large group using instruments		
		Sing an entire song from memory as a class/large group in front of an audience	Improvise simple melody patterns (4-5 notes)	Identify some popular, orchestral & world music instruments

5	5 WT GCSE	Sing a countermelody within a small group	Improvise a longer rhythm pattern	Define simple musical terms such as: melody; chord; rhythm; pitch
		Find and play most of the notes on a keyboard/xylophone	Contribute some ideas towards their group's composition	Describe their own music somewhat accurately (eg. Describe the speed, 'volume', instruments)
		Rehearse and practise a longer melodic pattern accurately	Describe their musical ideas and explain their creative decisions with some detail	
		Find the pulse and play in time	Organise musical ideas together within a structure (as a group)	
		Play simple rhythms mostly accurately	<i>Use music technology to create a simple piece of music including: a simple structure; a rhythm pattern; a melodic pattern</i>	
		Perform a simple piece of music together as a class/large group using instruments		
6	6 GCSE 1	Sing an entire song from memory as a class/large group in front of an audience	Improvise simple melody patterns (4-5 notes)	Identify some popular, orchestral & world music instruments
		Sing a longer countermelody within a small group	Improvise a variety of longer rhythm patterns	Define simple musical terms such as: melody; chord; rhythm; pulse; pitch
		Find and play all of the notes on a keyboard/xylophone	Contribute ideas towards their group's composition	Describe their own music accurately (eg. Describe the speed, 'volume', instruments)
		Rehearse and practise a longer melodic pattern accurately	Describe their musical ideas and explain their creative decisions in detail	
		Find the pulse and play in time	Organise musical ideas together within a structure (as a group)	
		Play simple rhythms accurately	<i>Use music technology to create simple pieces of music including: a simple structure; a rhythm pattern; a melodic pattern</i>	
7	GCSE 2	Perform a simple piece of music together as a class/large group using instruments		
		Rehearse and practise a simple melody accurately	Improvise simple melody patterns (3-4 notes) and attempt to develop these	Identify some popular, orchestral & world music instruments
		Rehearse and practise a variety of parts (melody, chords, bass line, rhythm) with others	Improvise syncopated rhythm patterns	Talk about their own music using basic musical terminology (e.g. pitch, rhythm, dynamics,
		Play and switch between simple chords somewhat accurately and in time	Contribute at least one musical idea to their group's composition	Use notation to record and perform simple musical ideas (graphic, standard or other forms)
		Perform a section of a song/piece of music in front of an audience with some confidence and coordination as a group	Organise some musical ideas together within a simple structure (as a group)	Identify and describe some musical features
		Find the pulse and play in time with a fairly good sense of rhythm	Make creative decisions about their musical ideas	
		Play syncopated rhythms somewhat accurately	Reflect on their composition work and suggest general improvements	
Reflect on their own work and suggest improvements	<i>Create a 1-minute piece of electronic music using a D.A.W. to: add, edit, extend and layer multiple loops and digital instruments (Music Technology)</i>			

8	GCSE 3	Rehearse and practise a melodic part (melody, bass line, riff) independently	Improvise simple melody patterns (4-5 notes) and begin to develop these	Identify common popular, orchestral & world music instruments accurately
		Rehearse and practise a variety of parts (melody, chords, bass line, rhythm) with others	Improvise syncopated rhythm patterns and begin to develop these	Talk about their own music using basic musical terminology (e.g. pitch, rhythm, dynamics,
		Play a simple chord progression (at least three chords) somewhat accurately and in time	Contribute some musical ideas to their group's composition	Use notation to record and perform a variety of musical ideas (graphic, standard or other forms)
		Perform the majority of a song/piece of music in front of an audience with some confidence and coordination as a group	Organise several musical ideas together within a coherent structure (as a group)	Identify and describe some musical features from a variety of music styles/genres
		Find the pulse and play in time with a fairly good sense of rhythm	Make creative decisions about their musical ideas	
		Play syncopated rhythms accurately	Critically reflect on their composition work and suggest improvements	
		Reflect on their own work and suggest general improvements	<i>Create a 1.5-minute piece of electronic music using a D.A.W. to: add, edit, extend and layer multiple loops</i>	
9	GCSE 4	Rehearse and practise an extended melodic part (melody, bass line, riff) independently	Improvise simple melody patterns (5-6 notes) and develop these into short melodies	Identify a variety of popular, orchestral & world music instruments accurately
		Rehearse and practise a variety of parts (melody, chords, bass line, rhythm) effectively with others	Improvise syncopated rhythm patterns and develop these into longer rhythms	Talk about their own music using musical terminology (e.g. pitch, rhythm, dynamics,
		Play a chord progression (at least four chords) accurately and using a rhythm pattern	Contribute a variety of musical ideas to their group's composition	Use notation to record and perform an entire piece of music (graphic, standard or other
		Perform an entire song/piece of music in front of an audience with some confidence and coordination as a group	Organise a variety of musical ideas together within a coherent structure (as a group)	Identify and describe basic musical features from a variety of music styles/genres
		Find the pulse easily and play in time with a good sense of rhythm	Make critical creative decisions about their musical ideas (e.g. "Should we make the melody longer?")	
		Play syncopated rhythms accurately	Critically reflect on their composition work and suggest improvements	
		Critically reflect on their performance work and suggest specific improvements	<i>Create a 2-minute piece of electronic music using a D.A.W. to: add, edit, extend and layer multiple loops</i>	
10	GCSE 5	Rehearse and practise solo pieces at a suitable level (Grade 3 ABRSM or TCL equivalent) independently	Compose to a Set Brief related to one of the 8 Set Works lasting at least 1.5 minutes (lacks detail)	Read and write staff notation, including simple rhythmic notation in compound time and key signatures to 3 sharps and flats
		Rehearse and practise ensemble pieces at a suitable level (Grade 4 ABRSM or TCL equivalent) with other performers	Create a free-choice piece of music lasting at least 1.5 minutes	Build major & minor chords
		Give a 3-4 minute performance in front of an audience with fluency and accuracy. Several errors acceptable, with little impact on the performance	Control appropriate musical elements mostly, with some obvious inconsistencies	Dictate part of a melody: Complete several missing notes on staff notation
		Perform with basic technical control of the instrument or voice; The music is generally within the appropriate ability range	Develop and extend musical ideas with some purpose and audience in mind (one or two obtrusive misjudgements)	Recognise and use somewhat appropriate musical language to describe music

		Perform with some control of sonority: satisfactory tone quality and intonation	Select and maintain appropriate stylistic devices and conventions for the chosen genre/style (inconsistent in parts and sometimes detracts from the overall impression)	Identify and explain with some accuracy how the majority of the relevant musical devices and features are used across the majority of the 8 Set Works
		Some response to other players in ensemble performances	Maintain a sense of fluency and contrast for the most part, attempting to use basic structures	Compare and contrast basic musical elements between two pieces of music in some detail (with a few errors)
11	GCSE 6	Rehearse and practise solo pieces at a suitable level (Grade 4 ABRSM or TCL equivalent) independently	Respond to a Set Brief related to one of the 8 Set Works lasting at least 1.5 minutes	Read and write staff notation, including simple rhythmic notation in compound time and key signatures to 4 sharps and flats
		Rehearse and practise ensemble pieces at a suitable level (Grade 4 ABRSM or TCL equivalent) with other performers	Create a free-choice piece of music lasting at least 1.5 minutes	Build major, minor and 7th chords
		Give a 4-5 minute performance in front of an audience with fluency and accuracy. No more than one or two errors with little impact on the performance	Control musical elements mostly securely throughout the majority of a piece of music	Dictate a 2-bar melody: Complete several missing notes on staff notation; Identify a particular rhythm
		Perform with good technical control of the instrument or voice: assured coordination, breath control, diction and/or pedalling	Develop and extend musical ideas effectively throughout the majority of a piece of music with a purpose and audience in mind	Recognise and use appropriate musical language to describe music
		Perform with control of sonority: good tone quality and intonation	Select and maintain appropriate stylistic devices and conventions for the chosen genre/style (inconsistent in parts)	Identify and accurately explain how most of the relevant musical devices and features are used across most of the 8 Set Works
		Communicate some sense of interpretation of the music through: tempo; use of dynamics, phrasing and articulation to shape the performance	Maintain a sense of fluency and contrast for the most part using basic structures	Compare and contrast musical elements between two pieces of music in some detail
		Some response and adjustment to other players in ensemble performances	Handle forces and textures somewhat idiomatically	Use knowledge and understanding of musical elements, musical contexts and musical language to make judgements about repertoire within the 8 Set Works
11	GCSE 7	Rehearse and practise solo pieces at a more difficult level (Grade 5 ABRSM or TCL equivalent) independently	Respond creatively to a Set Brief related to one of the 8 Set Works lasting at least 2 minutes	Read and write staff notation, including rhythmic notation in compound time and key signatures to 4 sharps and flats
		Rehearse and practise ensemble pieces at a more difficult level (Grade 5 ABRSM or TCL equivalent) with other performers	Create a free-choice piece of music lasting at least 2 minutes	Build major, minor and extended chords
		Give a 5-6 minute performance in front of an audience with fluency and accuracy. No more than one or two errors with little impact on the performance	Control musical elements mostly securely throughout a piece of music	Dictate a 2-bar melody: Complete missing notes on staff notation; Identify a particular rhythm
		Perform with somewhat convincing technical control of the instrument or voice: assured coordination, breath control, diction and/or pedalling	Develop and extend musical ideas effectively throughout the majority of a piece of music with a purpose and audience in mind	Recognise and use appropriate musical language to describe music

		Perform with control of sonority: good tone quality and intonation	Select and handle appropriate stylistic devices and conventions for the chosen genre/style convincingly	Identify and accurately explain how all of the relevant musical devices and features are used across most of the 8 Set Works, as well as unfamiliar music
		Give a communicative interpretation of the music through: consistent tempo; frequent use of dynamics, phrasing and articulation to shape the performance	Create a good sense of fluency and contrast throughout	Compare and contrast musical elements between two pieces of music in detail
		Good response and adjustment to other players in ensemble performances	Handle forces and textures mostly idiomatically	Use knowledge and understanding of musical elements, musical contexts and musical language to make judgements about repertoire within the 8 Set Works, as well as unfamiliar
11	GCSE 8	Rehearse and practise solo pieces at a more difficult level (Grade 6+ ABRSM or TCL equivalent) independently	Respond creatively to a Set Brief related to one of the 8 Set Works lasting at least 2 minutes	Read and write staff notation, including rhythmic notation in compound time and key signatures to 4 sharps and flats
		Rehearse and practise ensemble pieces at a more difficult level (Grade 6+ ABRSM or TCL equivalent) with other performers	Create a free-choice piece of music lasting at least 2 minutes	Build major, minor and extended chords
		Give a 6-7 minute performance in front of an audience with fluency and accuracy. No more than one or two errors with no impact on the performance	Control musical elements mostly securely throughout a piece of music	Dictate a 2-bar melody: Complete missing notes on staff notation; Identify a particular rhythm
		Perform with somewhat convincing technical control of the instrument or voice: assured coordination, breath control, diction and/or pedalling	Develop and extend musical ideas effectively throughout a piece of music with a purpose and audience in mind	Recognise and use appropriate musical language to describe music extensively
		Perform with control of sonority: very good tone quality and intonation	Select and handle appropriate stylistic devices and conventions for the chosen genre/style convincingly	Identify and accurately explain how all of the relevant musical devices and features are used across each of the 8 Set Works, as well as unfamiliar music
		Give a communicative interpretation of the music through: consistent tempo; frequent use of dynamics, phrasing and articulation to shape the performance	Create a very good sense of fluency and contrast throughout	Compare and contrast musical elements across cultures and historical contexts convincingly
		Good response and adjustment to other players in ensemble performances	Handle forces and textures idiomatically	Use knowledge and understanding of musical elements, musical contexts and musical language to make convincing judgements about repertoire within the 8 Set Works, as well as unfamiliar music
		Rehearse and practise solo pieces at a more difficult level (Grade 6+ ABRSM or TCL equivalent) independently	Respond imaginatively to a Set Brief related to one of the 8 Set Works lasting at least 2 minutes	Read and write staff notation, including rhythmic notation in compound time and key signatures to 4 sharps and flats
		Rehearse and practise ensemble pieces at a more difficult level (Grade 6+ ABRSM or TCL equivalent) with other performers	Create a free-choice piece of music lasting at least 2 minutes	Build major, minor, extended, augmented & diminished chords

11	GCSE 9	Give a 6-7 minute performance in front of an audience with fluency and accuracy. No more than one or two errors with no impact on the performance	Control musical elements securely throughout a piece of music	Dictate a 2-bar melody: Complete missing notes on staff notation; Identify a particular rhythm
		Perform with convincing technical control of the instrument or voice: assured coordination, breath control, diction and/or pedalling	Develop and extend musical ideas fully throughout a piece of music with a purpose and audience in mind	Recognise and use appropriate musical language to describe music extensively
		Perform with control of sonority: very good tone quality and intonation	Select and handle appropriate stylistic devices and conventions for the chosen genre/style convincingly	Identify and accurately explain how all of the relevant musical devices and features are used across each of the 8 Set Works, as well as unfamiliar music
		Give a communicative interpretation of the music through: consistent tempo; frequent use of dynamics, phrasing and articulation to shape the performance	Create a consistent sense of fluency and contrast throughout	Compare and contrast musical elements across cultures and historical contexts convincingly
		Good response and adjustment to other players in ensemble performances	Handle forces and textures idiomatically	Use knowledge and understanding of musical elements, musical contexts and musical language to make convincing judgements about repertoire within the 8 Set Works, as well as unfamiliar music
12		Rehearse and practise pieces at a suitable level (Grade 6+ ABRSM or TCL equivalent) independently	Compose music in response to a Set Brief related to one of the 12 Set Works with a sense of audience and occasion	Read and write staff notation, including rhythmic notation in compound time and key signatures to 5 sharps and flats
		Give an 8-10 minute performance in front of an audience with fluency and accuracy	Control musical elements securely throughout a piece of music	Build all chords (including inversions): Major, minor, diminished & augmented triads; Chromatic and extended chords
		Perform with technical control of the instrument or voice: assured coordination, breath control, diction and/or pedalling	Develop and extend musical ideas effectively throughout a piece of music	Dictate a 4-bar melody: Complete notes on staff notation; Identify a particular rhythm; Complete a chord sequence
		Perform with control of sonority: very good tone across the pitch range; convincing intonation; exploit tonal contrasts	Use musical elements to create contrasted moods, atmosphere and effects	Use appropriate musical language and terminology to describe music
		Give a communicative interpretation of the music through: consistent tempo; frequent use of dynamics, phrasing and articulation to shape the performance	Manipulate musical elements and ideas so that they: Contribute to a sense of wholeness; Maintain a balance of contrast and unity throughout	Demonstrate a solid understanding of: Pitch (chord patterns, harmonic changes, cadences, melodic & harmonic devices); Tonality (modulations to related keys, circle of fifths); Structure (Rondo, Ritornello & Sonata forms); Sonority (vocal timbres & instrumental techniques); Texture (combinations of musical parts, eg. Polyphony & Heterophony); Tempo, Metre & Rhythm (metrical & rhythmic devices); Dynamics

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	<i>Good reaction and adjustment to other players in ensemble performances</i>	Select and handle appropriate stylistic devices and conventions for the chosen genre/style convincingly	Use knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about: Repertoire within the 12 Set Works; Musical interpretations; Unfamiliar music
		Handle forces and textures idiomatically	Analyse and evaluate music in aural and written form, commenting on how music is created, developed and performed in different historical, social and cultural contexts found throughout the 12 Set Works
	Rehearse and practise pieces at a suitable level (Grade 7+ ABRSM or TCL equivalent) independently	Compose music in response to a Set Brief related to one of the 18 Set Works with a sense of audience and occasion	Read and write staff notation, including rhythmic notation in compound time and key signatures to 6 sharps and flats
	Give a 10-12 minute performance in front of an audience with fluency and accuracy	Compose music for either: A Bach chorale; A two-part counterpoint; An arrangement; A remix	Build all chords (including inversions): Major, minor, diminished & augmented triads; Chromatic and extended chords
	Perform with technical control of the instrument or voice: assured coordination, breath control, diction and/or pedalling	Control musical elements securely throughout a piece of music	Dictate a 4-bar melody: Complete notes on staff notation; Identify a particular rhythm; Complete a chord sequence
	Perform with control of sonority: very good tone across the pitch range; convincing intonation; exploit tonal contrasts	Develop and extend musical ideas effectively throughout a piece of music	Use appropriate musical language and terminology to communicate sophisticated judgements
	Give a communicative interpretation of the music through: consistent tempo; frequent use of dynamics, phrasing and articulation to shape the performance	Manipulate musical elements and ideas so that they: Contribute to a sense of wholeness; Maintain a balance of contrast and unity throughout	Demonstrate a solid understanding of: Pitch (complex chord progressions, harmonic changes, cadences, melodic & harmonic devices); Tonality (modulations to related and unrelated keys, circle of fifths); Structure (Fugue, through-composed); Sonority (advanced vocal timbres & instrumental techniques); Texture (complex combinations of musical parts, eg. Fugal textures); Tempo, Metre & Rhythm (complex metrical & rhythmic
	<i>Good reaction and adjustment to other players in ensemble performances</i>	Use musical elements to create contrasted moods, atmosphere and effects	Use knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about: Repertoire within the 18 Set Works; Musical interpretations; Unfamiliar music
	Select and handle appropriate stylistic devices and conventions for the chosen genre/style convincingly	Analyse and evaluate music in aural and written form, commenting on how music is created, developed and performed in different historical, social and cultural contexts found throughout the 18 Set Works, and how these contexts have changed over time	

			Handle forces and textures idiomatically	
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