

Music – KS3 Curriculum Threshold



Year/Progress Thresholds			Performing	Composing	Listening and Appraising
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations			
		Fluent	<ul style="list-style-type: none"> Be able to sing in a whole-class setting and in smaller groups/as a soloist with a high level of accuracy, expression and confidence. Be able to play longer/more complicated melodies or chord progressions on the keyboard and a bass line with a high level of accuracy and fluency and sensitive use of appropriate articulation and/or dynamics. Identify pitches on the staff (treble and bass clefs) accurately, fluently and independently. Be able to perform more-complicated rhythms using tied notes, crotchets, crotchet rests, other rests, minims, quavers and semiquavers accurately. Be able to play their part (or parts) in a group in time with the other performers, showing a high level of awareness of the other parts and performing with a high level of accuracy and fluency. Demonstrate a high level of musical leadership during ensemble tasks. 	<ul style="list-style-type: none"> Be able to compose music that makes use of the elements of music in an imaginative and sophisticated way. Be able to compose music that employs sophisticated and effective variation in texture. Be able to compose music that demonstrates a sophisticated understanding of the genre/style/brief given. Be able to compose music for moving images that responds to changes during a scene in a sensitive and detailed way. Use ICT software confidently to record, edit and structure compositions, making use of some more complicated effects/processing tools. Be able to make consistently effective improvements to their work throughout the composition process in light of self-assessment, peer-assessment and/or teacher feedback. 	<ul style="list-style-type: none"> Be able to describe the use of rhythm in music using terms such as dotted, triplets, etc. Be able to aurally identify and describe the metre of a piece of music. Identify the presence of chord extensions within a piece of music. Identify the use of some specific instrumental techniques. Be able to make some detailed, imaginative and specific musical suggestions on how a performance or composition could be improved. Be able to make some detailed, imaginative and specific musical suggestions on how a performance or composition could be improved.
	Fluent	Complete	<ul style="list-style-type: none"> Be able to sing in a whole-class setting and in smaller groups/as a soloist with a high level of accuracy, expression and confidence. Be able to play longer/more complicated melodies or chord progressions on the keyboard and a simple bass line with a high level of accuracy and fluency and use of appropriate articulation and/or dynamics. Identify pitches on the staff (treble and bass clefs) accurately, fluently and independently. Be able to perform more-complicated rhythms using tied notes, crotchets, crotchet rests, minims, quavers and semiquavers accurately. Be able to play their part (or parts) in a group in time with the other performers, showing good awareness of the other parts and performing with a high level of accuracy and fluency. Contribute to the leading the rehearsal process during ensemble tasks. 	<ul style="list-style-type: none"> Be able to compose music that makes use of the elements of music in an interesting way. Be able to compose music that employs highly effective variation in texture. Be able to compose music that demonstrates a confident understanding of the genre/style/brief given. Be able to compose music for moving images that responds to changes during a scene in a successful way. Use ICT software with a high level of confidence to record, edit and structure compositions. Be able to make significant, effective improvements to their work during the composition process in light of self-assessment, peer-assessment and/or teacher feedback. 	<ul style="list-style-type: none"> Be able to identify chords as major, minor and diminished. Be able to describe the contour of a melody. Be able to confidently aurally identify a number of specific orchestral and non-orchestral instruments and the ways that these are played (e.g. pizzicato, tremolo).
Fluent	Complete	Substantial	<ul style="list-style-type: none"> Be able to sing in a whole-class setting and in smaller groups/as a soloist with a high level of accuracy and expression. Be able to play melodies or chords on the keyboard and a simple bass line with a high level of accuracy and fluency and use of appropriate articulation and/or dynamics. Identify pitches on the staff (treble and bass clefs) accurately and independently. 	<ul style="list-style-type: none"> Be able to compose music that makes use of the elements of music in a consistently successful way. Be able to compose music that consistently employs effective variation in texture. Be able to compose music that demonstrates a good understanding of the genre/style/brief given. Be able to compose music for moving images that responds to changes during a scene. 	<ul style="list-style-type: none"> Be able to aurally identify and describe more subtle use of dynamics and how these contrast and/or have an effect on the music. Be able to describe detailed changes in the texture. Be able to make specific and detailed musical suggestions on how a performance or composition could be improved.

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			<ul style="list-style-type: none"> Be able to perform rhythms using crotchets, crotchet rests, minims, quavers and semiquavers accurately. Be able to play their part in a group in time with the other performers, showing good awareness of the other parts and performing with a high level of accuracy and fluency. 	<ul style="list-style-type: none"> Use ICT software with a good level of facility to record, edit and structure compositions. Be able to make significant improvements to their work during the composition process in light of self-assessment, peer-assessment and/or teacher feedback. 	
Complete	Substantial	Establishing	<ul style="list-style-type: none"> Be able to sing in a whole-class setting with a good level of accuracy and expression. Be able to play melodies or chords on the keyboard and a simple bass line with a high level of accuracy and fluency. Identify pitches on the staff (treble and bass clefs) accurately and independently. Be able to perform rhythms using crotchets, crotchet rests, minims and quavers accurately. Be able to play their part in a group in time with the other performers, performing with a good level of accuracy and fluency. 	<ul style="list-style-type: none"> Be able to compose music that makes use of some of the elements of music in a successful way. Be able to compose music that employs effective variation in texture. Be able to compose music that demonstrates a fair understanding of the genre/style/brief given. Be able to compose music for moving images that responds well to the action taking place in some sections. Use ICT software with limited assistance to record, edit and structure compositions. Be able to make some improvements to their work during the composition process in light of self-assessment, peer-assessment and/or teacher feedback. 	<ul style="list-style-type: none"> Be able to aurally identify and describe the use of dynamics and accents in more detail. Be able to confidently aurally identify a number of specific orchestral and non-orchestral instruments. Be able to identify chords as major and minor. Be able to describe changes to the texture. Be able to make some specific musical suggestions on how a performance or composition could be improved.
Substantial	Establishing	Initial	<ul style="list-style-type: none"> Be able to sing in a whole class setting with a good level of accuracy. Be able to play simple melodies on the keyboard using their right hand with a good level of accuracy and fluency. Identify pitches on the staff (treble clef) accurately and independently. Be able to perform rhythms using crotchets, crotchet rests and quavers accurately. Be able to play their part in a group in time with the other performers, performing with a good level of accuracy and fluency. 	<ul style="list-style-type: none"> Be able to compose music that makes use of the elements of music in an appropriate way. Be able to compose music that employs some variation in texture. Be able to compose music that demonstrates some limited understanding of the genre/style/brief given. Be able to compose music for moving images that responds to the action taking place in some sections. Use ICT software with assistance to record, edit and structure compositions. Be able to make some minor improvements to their work during the composition process in light of self-assessment, peer-assessment and/or teacher feedback. 	<ul style="list-style-type: none"> Be able to aurally identify and describe the tempo and changes in the tempo. Be able to aurally identify a number of specific orchestral and non-orchestral instruments. Be able to aurally identify and describe the contour of a melody. Be able to identify when pitches are combined to create a chord. Be able to make some general musical suggestions on how a performance or composition could be improved.
Establishing	Initial		<ul style="list-style-type: none"> Be able to sing parts of some simple songs in a whole-class setting with some accuracy. Be able to play simple melodies on the keyboard using their right hand with a fair level of accuracy and fluency. Identify some pitches on the staff (treble clef) accurately with some assistance. Be able to perform rhythms using crotchets and quavers accurately. Be able to play their part in a group with a fair level of accuracy. 	<ul style="list-style-type: none"> Be able to compose music that makes use of some of the elements of music in an appropriate way. Be able to compose music that combines multiple layers together with some success. Be able to compose music that demonstrates some relation to the genre/style/brief given. Be able to compose music for moving images that responds to the action taking place in some sections. Use ICT software with assistance to record and edit layers within a composition. Be able to make some minor improvements to their work with assistance during the composition process. 	<ul style="list-style-type: none"> Be able to aurally identify and describe the tempo as fast/medium/slow. Be able to aurally identify and describe the use of dynamics as loud/quiet/getting louder/quieter. Be able to aurally identify types of instruments/instrumental families. Be able to aurally identify and describe changes in pitch. Be able to make some basic suggestions on how a performance or composition could be improved.
			<ul style="list-style-type: none"> Be able to sing parts of some simple songs in a whole class setting. Be able to play parts of some simple melodies on the keyboard using their right hand. 	<ul style="list-style-type: none"> Be able to compose music that makes use of some of the elements of music. Be able to compose music that combines multiple layers together . 	<ul style="list-style-type: none"> Be able to aurally identify and describe music as fast or slow. Be able to aurally identify and describe music as loud or quiet.

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Initial			<ul style="list-style-type: none">• Understand the way that pitch is represented on the staff.• Be able to perform rhythms using crotchets and quavers with some accuracy.• Show some awareness of other parts when performing in a group.	<ul style="list-style-type: none">• Be able to compose music that demonstrates a few features of the genre or style.• Be able to compose music for moving images that generally creates the right mood.• Use ICT software with assistance to record and delete layers within a composition.• Understand some ways in which composition work might be improved.	<ul style="list-style-type: none">• Be able to aurally identify some instruments/instrumental families.• Be able to recognise pitch as high or low and describe this.
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