

# Hollingworth Academy KS3 Curriculum Progress Map

## Music



	Year 7 Stage 1	Year 7 Stage 2	Year 7 Stage 3	Year 7 Stage 4		
		Year 8 Stage 1	Year 8 Stage 2	Year 8 Stage 3	Year 8 Stage 4	
			Year 9 Stage 1	Year 9 Stage 2	Year 9 Stage 3	Year 9 Stage 4
<b>Performing</b>	<p>I can perform simple patterns and accompaniments to a pulse.</p> <p>I can sing with a sense of melodic shape.</p> <p>I can take part in group rehearsals with help from my teacher.</p> <p>I can represent sounds with symbols.</p>	<p>I can perform melodic and rhythmic patterns that use a limited note range in time.</p> <p>I can sing in tune with some expression.</p> <p>I can take part in group rehearsals.</p> <p>I can follow simple notation.</p>	<p>I can perform by ear and from simple notation.</p> <p>In an ensemble, I can maintain my own part and I understand how all the parts fit together.</p> <p>I can rehearse as part of a group.</p> <p>I can follow given notation.</p>	<p>I can perform significant parts from memory and from notations.</p> <p>In an ensemble, I take a lead role and I have an awareness of how it fits in. I can rehearse effectively with others.</p> <p>I can use a variety of notations.</p>	<p>I can perform with expression, including effective use of tempo, dynamics, phrasing and sonority. In an ensemble, I can make subtle changes to fit my part in and take a lead role in rehearsals.</p>	<p>I am a confident performer who can perform in different styles.</p> <p>In an ensemble, I make considerable contributions.</p> <p>I perform from and annotate notations.</p>
<b>Composing &amp; Arranging</b>	<p>I can carefully choose and order sounds with simple structures such as 'start middle and end'.</p> <p>I can draw simple symbols to match sounds.</p> <p>I can choose appropriate instruments/sound sources with help from my teacher.</p>	<p>I can improvise simple melodic and rhythmic repeated patterns.</p> <p>I can join several layers of sound and understand the effect.</p> <p>I can use basic notation to represent my ideas.</p> <p>I can choose appropriate instruments/sound sources.</p>	<p>I can improvise melodic and rhythmic phrases on my own and as part of a group.</p> <p>I can compose by developing/arranging ideas within musical structures.</p> <p>I can use some elements of notation to represent my ideas.</p> <p>I can select contrasting instruments/sound sources.</p>	<p>I can improvise melodic and rhythmic ideas within given structures.</p> <p>I can compose/arrange using different musical devices such a melody, rhythm, chords and structures.</p> <p>I can notate both my melodic and rhythmic ideas using some notation.</p>	<p>I can improvise and compose in different genres and styles.</p> <p>I can use harmonic and non-harmonic devices where relevant.</p> <p>I can use sustaining and developing musical ideas including instrumentation to achieve different effects.</p> <p>I can use relevant notations to plan, revise and refine material.</p>	<p>I can compose/arrange pieces inspired from my own internalised ideas.</p> <p>I can adapt, improvise, develop, extend and discard musical ideas.</p> <p>I can compose/arrange within given and chosen structures, instrumentation, genres, styles and traditions.</p>
<b>Listening &amp; Appraising</b>	<p>I can understand how the musical elements can be used to create different moods and effects.</p> <p>I can hear the difference in the different elements of music.</p> <p>I can make changes to my work with help from my teacher. I can use capital letters and basic punctuation mostly correctly. I can write in paragraphs and use some simple key vocabulary.</p>	<p>I recognise how the different musical elements are combined and used expressively.</p> <p>I can understand where I need to make improvements in my own work.</p> <p>I can write in paragraphs and link them together using a common linking word or phrase. I can adapt my vocabulary choices to suit the audience and purpose of my writing.</p>	<p>I can describe, compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>I can suggest improvements for my own and others' work, commenting on how intentions have been achieved.</p> <p>I can use a full range of punctuation correctly. I can vary sentence openings purposefully and for effect (adverbial openings).</p>	<p>I can analyse and compare musical features.</p> <p>I can evaluate how a venue, occasion and purpose affects the way music is composed, performed and heard.</p> <p>I can refine and improve my own work by confidently using varied key vocabulary.</p> <p>I can write coherent paragraphs using a range of appropriate discourse markers.</p>	<p>I can analyse, compare and evaluate how music reflects the context in which it is composed, performed and heard.</p> <p>I can make improvements to my own and others' work in relation of the chosen style. I use a wide range of key vocabulary correctly and consistently. I can purposefully adapt a full range of punctuation for effect.</p>	<p>I can evaluate and make critical judgements about the use of musical conventions.</p> <p>I can make and justify my own judgments using key vocabulary.</p> <p>I can use an extensive range of ambitious and musical vocabulary. I can write fluent paragraphs with fully integrated discourse markers.</p>

