



Key Stage 3 Curriculum Progress Map: Year 8 Music

| Objectives | | PERFORMING | COMPOSING AND ARRANGING | LISTENING AND APPRAISING |
|---------------------|----------------|---|--|--|
| ASSESSMENT CRITERIA | STAGE 4 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> I can improvise and compose in different genres and styles. I can use harmonic and non-harmonic devices where relevant. I can use sustaining and developing musical ideas including instrumentation to achieve different effects. I can use relevant notations to plan, revise and refine material. | <ul style="list-style-type: none"> I can analyse, compare and evaluate how music reflects the context in which it is composed, performed and heard. 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. |
| | STAGE 3 | <ul style="list-style-type: none"> I can perform significant parts from memory and from notations. In an ensemble, I take a lead role and I have an awareness of how it fits in. I can rehearse effectively with others. I can use a variety of notations. | <ul style="list-style-type: none"> I can improvise melodic and rhythmic ideas within given structures. I can compose/arrange using different musical devices such a melody, rhythm, chords and structures. I can notate both my melodic and rhythmic ideas using some notation. | <ul style="list-style-type: none"> I can analyse and compare musical features. I can evaluate how a venue, occasion and purpose affects the way music is composed, performed and heard. I can refine and improve my own work by confidently using varied key vocabulary. I can write coherent paragraphs using a range of appropriate discourse markers. |
| | STAGE 2 | <ul style="list-style-type: none"> I can perform by ear and from simple notation. In an ensemble, I can maintain my own part and I understand how all the parts fit together. I can rehearse as part of a group. I can follow given notation. | <ul style="list-style-type: none"> I can improvise melodic and rhythmic phrases on my own and as part of a group. I can compose by developing/arranging ideas within musical structures. I can use some elements of notation to represent my ideas. I can select contrasting instruments/sound sources. | <ul style="list-style-type: none"> I can describe, compare and evaluate different kinds of music using appropriate musical vocabulary. I can suggest improvements for my own and others' work, commenting on how intentions have been achieved. I can use a full range of punctuation correctly. I can vary sentence openings purposefully and for effect (adverbial openings). |
| | STAGE 1 | <ul style="list-style-type: none"> I can perform melodic and rhythmic patterns that use a limited note range in time. I can sing in tune with some expression. I can take part in group rehearsals. I can follow simple notation. | <ul style="list-style-type: none"> I can improvise simple melodic and rhythmic repeated patterns. I can join several layers of sound and understand the effect. I can use basic notation to represent my ideas. I can choose appropriate instruments/sound sources. | <ul style="list-style-type: none"> I recognise how the different musical elements are combined and used expressively. I can understand where I need to make improvements in my own work. 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. |