



## Key Stage 3 Curriculum Progress Map: Year 9 Music

Objectives		PERFORMING	COMPOSING AND ARRANGING	LISTENING AND APPRAISING
<b>ASSESSMENT CRITERIA</b>	<b>STAGE 4</b>	<ul style="list-style-type: none"> <li>I am a confident performer who can perform in different styles.</li> <li>In an ensemble, I make considerable contributions.</li> <li>I perform from and annotate notations.</li> </ul>	<ul style="list-style-type: none"> <li>I can compose/arrange pieces inspired from my own internalised ideas.</li> <li>I can adapt, improvise, develop, extend and discard musical ideas.</li> <li>I can compose/arrange within given and chosen structures, instrumentation, genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate and make critical judgements about the use of musical conventions.</li> <li>I can make and justify my own judgments using key vocabulary.</li> <li>I can use an extensive range of ambitious and musical vocabulary. I can write fluent paragraphs with fully integrated discourse markers.</li> </ul>
	<b>STAGE 3</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise and compose in different genres and styles.</li> <li>I can use harmonic and non-harmonic devices where relevant.</li> <li>I can use sustaining and developing musical ideas including instrumentation to achieve different effects.</li> <li>I can use relevant notations to plan, revise and refine material.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse, compare and evaluate how music reflects the context in which it is composed, performed and heard.</li> <li>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.</li> </ul>
	<b>STAGE 2</b>	<ul style="list-style-type: none"> <li>I can perform significant parts from memory and from notations.</li> <li>In an ensemble, I take a lead role and I have an awareness of how it fits in. I can rehearse effectively with others.</li> <li>I can use a variety of notations.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise melodic and rhythmic ideas within given structures.</li> <li>I can compose/arrange using different musical devices such a melody, rhythm, chords and structures.</li> <li>I can notate both my melodic and rhythmic ideas using some notation.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse and compare musical features.</li> <li>I can evaluate how a venue, occasion and purpose affects the way music is composed, performed and heard.</li> <li>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.</li> </ul>
	<b>STAGE 1</b>	<ul style="list-style-type: none"> <li>I can perform by ear and from simple notation.</li> <li>In an ensemble, I can maintain my own part and I understand how all the parts fit together.</li> <li>I can rehearse as part of a group.</li> <li>I can follow given notation.</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise melodic and rhythmic phrases on my own and as part of a group.</li> <li>I can compose by developing/arranging ideas within musical structures.</li> <li>I can use some elements of notation to represent my ideas.</li> <li>I can select contrasting instruments/sound sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe, compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>I can suggest improvements for my own and others' work, commenting on how intentions have been achieved.</li> <li>I can use a full range of punctuation correctly. I can vary sentence openings purposefully and for effect (adverbial openings).</li> </ul>