

		The specific concepts, melodies, techniques and use of musical notation software or DAW are listed in the KS3 Music Curriculum Overview		Music Progress Map shows the links to the individual concepts taught in the projects		Domains of Knowledge					
		Year 7	Year 8	Year 9	Rehearsal	Practical	Aural	Analysis	Performance		
			EP	9A*	Repeat until mastery: Encourage children to keep working on their weaknesses, stay on task, and get feedback until they master their specific goal.	Can perform challenging pieces (LCM Grade 5 standard) with good fluency, accuracy and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group.	Can compose complex pieces using a variety of compositional devices. Can compose idiomatically for instruments and in different styles. Can use notation to plan and revise ideas. Can refine and improve compositional ideas. Always takes a leading role, offering guidance and support to others.	Can recognise and describe and analyse the impact of dynamics, tempo, texture, instrumentation, tonality (major/minor) both rhythmic and melodic features, texture and structure. Can appraise their own and others' work using accurate and extensive musical vocabulary. Students can also apply this knowledge to the works of other artists and composers.	Rethink Talent - Perception that talented people can automatically succeed is a problematic narrative. It reduces achievement for those who succeed and provides an 'excuse' for those who fail.		
	EP	9A*	8A	8A		Can perform more challenging pieces (LCM Grade 4 standard) with good fluency, accuracy and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group.	Can compose complex pieces using a variety of compositional devices. Can use notation to plan and revise ideas. Can refine and improve compositional ideas. May take a leading role, offering guidance to others.	Can recognise, describe and analyse the impact of dynamics, tempo, texture, instrumentation, tonality (major/minor) both rhythmic and melodic features, texture and structure. Can appraise their own and others' work using accurate and extensive musical vocabulary. Students can also apply this knowledge to the works of other artists and composers.			
	9A*	8A	7A	7A		Can perform more challenging pieces (LCM Grade 3 standard) with good fluency, accuracy and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group.	Can compose pieces in different styles using rhythmic, melodic, harmonic, textural and structural devices more extensively. Can use Music notation or DAW software confidently to sequence complex ideas using traditional notation.	Can recognise and describe dynamics, tempo, texture, instrumentation, both rhythmic and melodic features, texture and structure. Can appraise their own and others' work using accurate and extensive musical vocabulary. Students can also apply this knowledge to the works of other artists and composers.			
	8A	7A	Exceeding Expectations	6B	Rethink failure: students understand that failure is a normal part of learning by modeling comfort with mistakes.	Can perform more challenging pieces (LCM Grade 2 standard) with good fluency, accuracy and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group.	Can compose pieces in different styles using rhythmic, melodic, harmonic and textural devices more extensively. Can use DAW or other Musical Notation software confidently to sequence complex ideas.	Can recognise and describe dynamics, tempo, timbre, both rhythmic and melodic features and texture. Can appraise their own and others' work using accurate and a good range of musical vocabulary. Students can also apply this knowledge to the works of other artists and composers.	Rethink Expectation: Students are prepared that their performance will possibly not go perfectly.		
	7A	6B	Exceeding Expectations	5B		Can perform demanding pieces (LCM Grade 1 standard) with a fair degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security and an ability to adjust to others.	Can compose pieces in different styles using rhythmic, melodic, harmonic and textural devices more extensively. Can use DAW or Music Notation software confidently to sequence complex ideas.	Can recognise and describe dynamics, tempo, timbre, both rhythmic and melodic features and texture. Can appraise their own and others' work using accurate and a range of musical vocabulary. Students can also apply this knowledge to the works of other artists and composers.			
	6B	5B	5B	5C	Give full concentration: Students to avoid distractions that make it hard to stay on task, like noise, social media, or people nearby.	Can perform more complex pieces with a reasonable degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security.	Can compose pieces using rhythmic, melodic and harmonic devices and a variety of instrumentation. Can manipulate texture to achieve variety. Can use DAW or Music Notation Software software to sequence more complex ideas.	Can recognise and describe dynamics, tempo, texture and both rhythmic and melodic features. Can appraise their own and others' work at a fair level, suggesting improvements. Students can also apply this knowledge to the works of other artists and composers.	Rethink failure: Students understand that failure is a normal part of learning by modelling learning from mistakes. (In class this looks like a 'Strong and Wrong' motto)		
	5B	5C	4C	4C		Can perform more straightforward pieces with some degree of fluency and accuracy. Can maintain a separate part in an ensemble with only a little ability to adjust to others.	Can compose pieces using rhythmic and melodic ideas and a variety of instrumentation. Can successfully combine different layers of texture. Can use DAW or Music Notation software to sequence simple ideas using traditional notation	Can recognise and describe dynamics, tempo, texture and rhythmic features. Can appraise their own and others' work at a fair level, suggesting improvements. Students can also apply this knowledge to the works of other artists and composers.			
	5C	4C	3D	3D	Work on weaknesses: Rather than doing things that they already do well, children should focus on the things that are hard for them.	Can perform simple pieces with a reasonable degree of fluency and accuracy. Can maintain a separate part in an ensemble with a fair degree of security.	Can compose and simple rhythmic and melodic ideas and record them using some form of notation.	Can recognise and describe dynamics, tempo and texture. Can appraise their own and others' work at a basic level. Students can also apply this knowledge to the works of other artists and composers.	Students should be able manage their own emotional reactions to performance and manage their perceptions of themselves and others from a music perspective.		
	4C	3D	2F	2F		Can perform easier pieces with some degree of accuracy though not always fluently. Can maintain a separate part in an ensemble with some lack of accuracy and stability.	Can improvise and compose simple musical ideas using basic musical elements	Can recognise and describe dynamics and tempo. Can appraise their own and others' work at a basic level. Students can also apply this knowledge to the works of other artists and composers.			
	3D	2F	U	U	Repeat a section of music and listen for errors (both in peers and in their own work)	Can sustain a musical pulse and can repeat simple musical ideas on his/her own. Can perform simple musical ideas.	Can compose simple musical ideas using some of the elements of music.	Can recognise and describe basic dynamics. Students can also apply this knowledge to the works of other artists and composers.	Student is not able to perform in front of the class		
	2F	U	U	U		Can repeat simple rhythmic and melodic ideas as part of a group.	Can compose simple musical ideas using one or two of the elements of music	Can recognise and identify simple contrasts of dynamics and tempo. Students can also apply this knowledge to the works of other artists and composers.			
	U	U	U	U		Can repeat some simple rhythmic ideas as part of a group.	Can compose simple musical ideas using one of the elements of music	Can recognise and identify simple contrasts of tempo. Students might also apply this knowledge to the works of other artists and composers.			