Year/Grade			SUBJECT MUSIC PROGRESS MAP: Learning and Assessment Objectives			
Y7	Y8	Y9	**Performance – I can:** Performance Techniques Time and Place The Elements Notation	**Composition – I can:** Creative and Coherent Composition The Elements Time and Place Notation	**Listening – I can:** Listening and Appraising The Elements Notation Time and Place	**Evaluation – I can:** The Elements Listening and Appraising
		9	-perform at Grade 4 standard or above and will likely have lessons. -perform challenging pieces with a high level of accuracy and confidence. -demonstrate exceptional technical skill and sensitively follow the dynamics and articulation to create a sense of style (time and place)	-demonstrate **stimulating** and **imaginative** ideas to produce **complex** compositions with a sense of wholeness -organise ideas within an advanced structure to create imaginative contrast in all elements of music. -create melodic phrases with character. -show advanced development of ideas - explore a wide range of textures -use modulation and different keys - use dynamics and a variety of rhythmic/stylistic devices to achieve a sense of style and character (time and place)	-use advanced musical vocabulary, with reference to genre and theory. -discuss musical features/devices accurately -identify advanced features such as interval recognition, simple ornaments and textural layers. -transcribe advanced melodic and rhythmic parts with accuracy in difficult keys - accurately analyse and evaluate musical devices and their intended purpose (time and place)	-demonstrate excellent use of music vocabulary -make critical judgements on my own work and other peoples. -set specific targets based on skills.
	9	8	-perform at Grade 3 standard and will likely have lessons -perform challenging pieces with good accuracy and confidence. -demonstrate good technical control and accurately follow the dynamics and articulation to create a secure sense of style (time and place).	-demonstrate **interesting and creative** ideas to produce **complex** compositions. -organise ideas within an advanced structure to create interesting contrast. -create melodic phrases with character. - show significant development of ideas -explore texture to create contrast -use different keys between different sections -use dynamic changes and a variety of rhythmic/stylistic devices to achieve a sense of style and character (time and place)	-use a wide range of musical vocabulary and discuss musical features with accuracy. -accurately identify musical devices, genres and their features showing understanding of context (time and place). -identify advanced features such as texture. -transcribe complex melodic and rhythm parts with accuracy -accurately analyse musical devices and the potential effect on the listener.	-demonstrate very good music vocabulary. -make critical judgements on my own and other people's work.
9	8	7	-perform at Grade 2 standard and will likely have lessons -perform more difficult pieces with secure accuracy and confidence -demonstrate good technical ability and sensitively follow the dynamics and articulation to create a sense of style (time and place).	-use a variety of methods of development to produce **successfu**l compositions with a strong structure. -create imaginative and memorable melodic phrases. -compose an harmonically interesting accompaniment with interesting texture and a sense of development. -compose using dynamics and articulation and imaginatively using different rhythms, time signatures and tempo to create the intended effect (time and place).	-use a wide range of music vocabulary and discuss musical features with good accuracy. -accurately identify musical features like syncopation, ostinato, bass line, major key, binary form - transcribe complex melodic and rhythm parts with a accuracy - explain and justify how musical features express emotion and context (time and place).	-demonstrate good use of music vocabulary. -make informed judgements on my own work and other people's work.
8	7	6	-perform at Grade 1 standard -perform a more difficult piece with good accuracy -demonstrate secure technical ability and accurately follow the dynamics and articulation with an appropriate sense of style. -show good ensemble skills and maintain an independent part fluently and accurately.	-use simple methods of development to produce **effective** compositions with a strong structure. -create successful and memorable melodic phrases. -create an interesting accompaniment with a sense of movement, harmonic development within a key and a successful use of texture. -use dynamics and articulations and successfully use different rhythms and tempo for an intended effect (time and place).	-give accurate and concise definitions of difficult musical terms and some playing techniques. -identify more complex features with some degree of accuracy. - transcribe simple melodic and rhythm parts with a good degree of accuracy. -describe how musical features express emotion and context (time and place).	-demonstrate secure use of music vocabulary. Make informed judgements of my own and other people's work.
7	6	5	-perform a mostly accurate performance of a more difficult piece -demonstrate technical ability and follow some dynamics and articulation to create a sense of style. - show good ensemble skills and can adapt to changes in tempo. -play with independent hands on a keyboard.	-use repetition, development and contrast to produce compositions within a simple structure. -combine musical ideas **satisfactorily**. -create **coherent** melodic phrases. -compose a more complex accompaniment using chords and different layers	- give definitions of some advanced musical terms -accurately identify common musical genres and their features (time and place). - transcribe simple melodic and rhythmic parts with some degree of accuracy. -describe musical features and their effect on the listener	-demonstrate appropriate use of music vocabulary. -express and justify my opinion using music vocabulary.

				-use dynamic changes and articulation and a variety of rhythms and appropriate tempo to achieve contrast.		
6	**5**	**4**	-perform simple pieces with accuracy. - demonstrates control and some elements of style. -maintain a part in a group with some fluency and accuracy. -play single-finger bass and melody on the keyboard.	-compose pieces that show appropriate organisation within a **simple** structure. -create melodic phrases with a sense of shape and rhythm. -compose a more complex accompaniment with a sense of key and use of layers. -use appropriate dynamics and a variety of rhythms for an intended effect.	-accurately describe some basic musical terms like the elements and instruments. -accurately identify common musical genres and their features. - use my understanding of simple rhythms and melodic shape to notate an idea. -describe musical features and their basic effects on the listening	-demonstrate some use of music vocabulary. -make some judgements on my own work and other people's work.
5	**4**	**3**	-perform simple pieces with reasonable accuracy -demonstrates some elements of style. -play a part in a group and be able to rejoin a performance if mistakes are made. -perform one line of music on the keyboard with RH only.	-compose pieces that show appropriate organisation of sound. -create melodic phrases with a sense of shape and question and answer phrasing. -compose an accompaniment using a repeating bass line or chords. -use appropriate dynamics, simple rhythms and maintain a sense of time signature.	-describe some basic musical terms like the elements and common instruments. -identify musical changes in rhythm and melodic shape. -use basic musical symbols to notate simple ideas. -imaginatively describe the mood of a piece.	-demonstrate limited use of music vocabulary. -make some judgements on my own work and other people's work.
4	**3**	**2**	-perform very simple pieces with accuracy or simple pieces with a broad sense of accuracy. -demonstrate a basic sense of style. -maintain a part in a group with support. -perform one line of music on the keyboard with 2 hands.	- compose simple music that makes some use of the elements of music that relates to a brief. -compose pieces that show organisation of sound. -create melodic phrases with a sense of shape. -compose a simple accompaniment like a semibreve bass line or block chord. -use simple rhythms and maintain a sense of time signature.	-describe some simple musical concepts -confidently identify the use of the elements of music. -accurately identify simple musical changes. - graphically notate simple ideas with accuracy. -Describe the mood of a musical piece.	-describe music using some key words. -use WWW and EBI
3	**2**	**1**	-perform very simple pieces with reasonable accuracy or simple pieces with limited accuracy. -demonstrate a limited sense of style. -maintain my own simple part in a group with support.	-compose pieces that have a sense of organisation. -create a simple melodic phrase with a beginning, middle and end. -compose a very simple accompaniment using drone or ostinato -use simple rhythms to compose.	-recognise simple musical terms -identify simple musical changes with some degree of accuracy -graphically notate simple ideas with some accuracy -describe the mood of a musical piece.	-describe music in basic terms. -use WWW and EBI with guidance
2	**1**		-perform and repeat simple patterns with a good sense of pulse. -demonstrate coordination on an instrument. -perform with a group with support.	-compose and combine simple repeating patterns. -use the elements to create a mood	-identify if the music is loud/quiet/fast/slow and some instruments -identify simple features of music with prompts.	-talk about my work use WWW and EBI with guidance
1			-perform and repeat simple patterns. -demonstrate some coordination on a instrument. -find the notes with support. -perform with a group with support.	-explore timbre and compose simple rhythmic patterns. -make basic use of musical elements to create a mood.	-identify if the music is loud/quiet/fast/slow -identify simple features of music with guidance.	-talk about my work use WWW and EBI selecting appropriate sentences from a list given.