

Music: KS3 Overview Key Skills & Concepts	Emerging	Developing	Securing	Mastering
Singing	You can sing in tune, mainly following contours of the song. You can hold a melody line as part of a group performance.	You can sing in tune with some musical expression. You can hold a harmony line in a big group performance.	You can sing with accuracy, adding style, interpretation through articulation and expression. You can hold a harmony line in a small group	You can sing with fluency and accuracy, adding flair and style to your performance. You can use your own voice as an instrument appropriately, changing to fit the given musical context.
Composition skills	You can compose a basic music piece to meet some demands of the given instructions/ brief. You can compose using a limited range of musical ideas. You can improvise basic musical responses, using provided responses with little change.	You can compose an effective piece of music, which responds to the brief using appropriate ideas. You demonstrate an understanding of composition techniques and devices as appropriate to the starting point given. You can improvise short responses, adding some new ideas from original idea but many ideas remain similar.	You can compose an effective piece, which uses appropriate musical composition devices and explores ideas further in a more structured approach. You can compose music that creates an intended mood or idiomatic response to satisfy a given or chosen stimulus. You can improvise musically with stylistic intention, adding creative ideas from the original idea.	You can compose a competent piece of music, which has a clear sense of style, structure and purpose, showing flair and attention to detail. Your composition ideas are creative and fully meet the briefs intentions, ideas develop and use many devices and techniques to explore ideas. You can improvise effectively demonstrating awareness of mood and intended effect. Ideas are longer and have imaginative qualities.
Performance skills	You can hold your own part in a solo/ensemble performance. You can perform music with minor errors that do not detract from the overall piece. Accuracy and timing may not always be perfect throughout your performance.	You can hold your own part in solo/ensemble performances. You can perform effective and convincing solo/ensemble performance that are mostly fluent throughout. Performance skills are more developed in control and accuracy.	You can hold your own part in solo/ensemble performances following performance directions. You can show musicality and developed skills on more extended/challenging performance pieces adding fluency, style or expression. Performance skills are secure in dexterity and accurate.	You can perform fluently in both solo and ensemble performances. You can perform more challenging parts showing awareness of musicality, style and context. Performance skills are secure in dexterity and accurate and include attention to articulation skills, and stage presence.
Listening skills	You can listen to music and identify musical sounds and ideas, reporting back your views, you show some understanding of the music, but you may lack detail in your analyse. You are aware of your own part in group work but do not always play in time with others	You can listen to music and confidently identify musical sounds and ideas, when analysing you can add detail in your feedback referring to key terms and techniques. You are aware of your own part in group work and play with an awareness of other performers.	You can listen to music and effectively analyse its content referring to devices, styles, and features heard. Keywords are explained and references in listening with clear knowledge. You are aware of your own part in group work and play with a good awareness of other performers.	You can listen with increasing discrimination to a wide range of music /musicians and show a developed understanding of its culture, style and features understanding context and history. You are fully aware and of your part and of other parts on ensemble skills and can adapt to suit others in performance with ease. Ensemble skills are competent in many genres.

<p>Notation skills</p>	<p>You understand basic treble clef notation and graphic score shapes.</p> <p>You can write basic pitch ideas graphically and rhythmic ideas as notes. Basic chord signs are understood.</p>	<p>You understand and can apply basic music notation to reading music in your performance skills, reading pitch and rhythm effectively.</p> <p>Tablature can be followed and signs for chords are understood.</p> <p>Composition tasks are supported with notation skills.</p>	<p>You are confident in applying musical notation in both composition and performance work.</p> <p>You can read music correctly and refine skills from identifying errors in notations through your own performance and composition ideas.</p> <p>Tablature is read on harder pieces independently</p>	<p>You are competent in reading and writing musical notation ideas.</p> <p>Tablature and drum notation is understood in both performance and composition tasks and ideas in both are refined with articulation and expression through other musical symbols.</p> <p>Tablature is read fluently and on harder graded music.</p>
<p>Critical skills</p>	<p>You can refine your own music after some directed reflection. You can justify choices and responses to music.</p> <p>You can discuss ideas used appropriately.</p>	<p>You can make adaptations to your own contribution independently. You can communicate effectively with peers/ audience through music.</p> <p>You can discuss and analyse the music of others appropriately.</p>	<p>You can refine music and are open to different music styles, genres, traditions, cultures and times.</p> <p>You respond to the music of others in an appropriate fashion, offering constructive feedback.</p>	<p>You can suggest and carry out appropriate refinements and communicate your own work to peers/ audience in appropriate fashion.</p> <p>You demonstrate creative responses to musical starting points.</p>
<p>SMSC Spiritual, Moral, Social and Cultural</p>	<p>You are aware of how your own contribution (part) fits with those of other people.</p> <p>You do not give up on musical ideas too soon.</p> <p>Your personal musical identity is starting to emerge.</p>	<p>You are willing to participate in music making activity's solo/ensemble/composition.</p> <p>You show resilience to setbacks in musical processes.</p> <p>Your personal musical identity is continuing to develop.</p>	<p>You enjoy singing, playing and composing ideas through music. You are prepared to take creative risks in music making.</p> <p>You show awareness that affective responses differ between individuals.</p>	<p>You engage in purposeful rehearsal techniques. You deal with performance anxiety in an appropriate fashion.</p> <p>You encourage others to articulate views on their own affective responses.</p>