



KS3 Progression Grid - Music



	STRAND 1 Performing	STRAND 2 Composing	STRAND 3 Listening & Understanding
9	All the below and... can confidently, accurately and fluently perform complex pieces with expression, demonstrating advanced technical control specific to the instrument.	All the below and... can create effective compositions where ideas are developed and maintain interest which show skillful use of the elements in a way that is typical of the style being composed.	All the below and... can describe, using musical vocabulary and the elements of music, how the music has met the composer's intention.
8	All the below and... can confidently and accurately perform more complex pieces accurately and fluently, demonstrating good technical control. And make musical adjustments where necessary in their performance.	All the below and... can create developed compositions which demonstrate a broader understanding of the musical elements.	All the below and... can write accurate descriptions of music heard, using subject specific.
7	All the below and... - can confidently perform with good intonation and expression. - can accurately perform a piece which requires secure technical control, with fluency, accuracy and instrument technique.	All the below and... can create and combine a range of parts such as melody, chord progression, bass part and rhythm which is secure; offering opportunity for development.	All the below and... can evaluate how the mood or atmosphere of a piece of music has been achieved using music vocabulary.
6	All the below and... - can perform with a secure sense of tuning, some expression and dynamics. - can accurately and fluently perform a piece which requires secure technical control - when performing in an ensemble, can perform an individual part in time with others.	All the below and... can create and combine two or more parts such as melody, chord progression, bass part or rhythm which is mostly secure. This may not be a fully developed composition.	All the below and... can compare the features of different styles of music using subject specific vocabulary.
5	All the below and... - can sing songs with an octave range with a secure sense of tuning. - can perform a simple melody accurately and fluently or perform parts of a piece with increasing control, e.g. movement of hand positions or both hands but with hesitation. - can accurately play chords. - can keep own part going in a group performance.	All the below and... can create and notate effective melodies and/or chord sequences with a sense of style, with a clear structure and appropriate sense of style.	All the below and... - can correctly identify and use a range of simple musical vocabulary linked to the elements of music. - can recognise and describe a style of music and use appropriate vocabulary to identify some key features of it.
4	All the below and... - can sing mostly in tune with others and have clear diction. - can accurately perform a simple melody or parts of a melody, with some hesitation. - can play triads on the keyboard/instrument but have limited fluency. - can play/sing mostly in time with others	All the below and... - can create and notate melodies within an agreed structure demonstrating contrasts in a wider range of elements. - can compose a simple repeated chord sequence.	All the below and... - can identify different styles of music and key features. - can identify the metre of a piece.
3	All the below and... - can sing with reasonable fluency and accuracy. - can accurately perform parts of a piece on an instrument with a limited range of notes, using one or a limited number of fingers if keyboard. - can perform from memory or simple notations.	All the below and... when composing using an instrument I can create and notate within an agreed structure.	All the below and... - can recognise a variety of different instrument sounds, knowing instrumental families. - can correctly use some simple musical elements terms e.g melody, rhythm pulse, harmony.
2	All the below and... - can play or sing back simple phrases (e.g. narrow range with note guide, one finger) with some accuracy of pitch and/or rhythm. - I show emerging awareness of pulse. - when singing or playing with others, I am sometimes in time.	All the below and... - when composing using an instrument I can create repeated patterns or melodies with an awareness of rhythm. - can create simple melodies using a narrow range of notes. - when composing using technology, I can create a short composition some elements.	All the below and... - can describe music using basic terms (such as pitch, tempo, texture). - can recognise some instrumental sounds.
1	Can... - sing a short melody in a teacher-led ensemble. - repeat a simple pattern (clapping/un-tuned percussion).	Can... - using an instrument, I can explore simple improvisation or melodies. - when composing using technology, I can combine pre-existing elements.	All the below and... can recognise variation of basic elements (high/low, fast/slow, thick/thin).