# KS3 Age Related Expectations

## MUSIC

### YEAR 7

**APPROACHING STANDARD**

I can repeat simple rhythmic and melodic ideas as part of a group, compose simple musical ideas using some elements of music. I can recognize and identify simple contrasts of pitch dynamics and tempo. I can read basic rhythms and some notes of the treble clef.

**AGE RELATED**

I can sustain a musical pulse and can repeat simple musical ideas on my own. I can perform simple musical ideas, improvise and compose simple musical ideas using basic musical elements. I can recognise and describe basic dynamics. I can read rhythms and recognize the notes of the treble clef.

**GREATER DEPTH**

I can perform easier pieces with some degree of accuracy, although not always fluently. I can maintain a separate part in an ensemble with some accuracy and stability. I can recognize and describe dynamics and tempo. I can appraise my own and others' work at a basic level. I can read complex rhythms and recognize the notes of the treble clef.

**GREATER DEPTH PLUS**

I can perform simple pieces with fluency and accuracy, maintaining a part in group with some security. I can compose using rhythm, melody and a variety of instrumentation. I can successfully mix layers of texture; describe dynamics, tempo and sonority. I can appraise simply my own and others' work. I read both treble and bass clef accurately.

**? How do I make progress in Music?**

### PROGRESSION

### YEAR 8

**APPROACHING STANDARD**

I can sustain a musical pulse and can repeat simple musical ideas on my own. I can perform simple musical ideas, improvise and compose simple musical ideas using basic musical elements. I can recognise and describe basic dynamics. I can read rhythms and recognize the notes of the treble clef.

**AGE RELATED**

I can perform easier pieces with some degree of accuracy, although not always fluently. I can maintain a separate part in an ensemble with some accuracy and stability. I can recognize and describe dynamics and tempo. I can appraise my own and others' work at a basic level. I can read complex rhythms and recognize the notes of the treble clef.

**GREATER DEPTH**

I can perform simple pieces with fluency and accuracy, maintaining a part in group with some security. I can compose using rhythm, melody and a variety of instrumentation. I can successfully mix layers of texture; describe dynamics, tempo and sonority. I can appraise simply my own and others' work. I read both treble and bass clef accurately.

**GREATER DEPTH PLUS**

I can perform pieces with a good degree of fluency and accuracy and with expression. I keep up a part in a group and compose using rhythmic, melodic and harmonic devices and a variety of instrumentation. I can use software to compose, describe dynamics, tempo, timbre and rhythm.

*STRIVING FOR EXCELLENCE ● EMPOWERING ACHIEVEMENT*
**A ACET**

### PROGRESSION

### YEAR 9

**APPROACHING STANDARD**

I can perform easier pieces with some degree of accuracy, although not always fluently. I can maintain a separate part in an ensemble with some accuracy and stability. I can recognize and describe dynamics and tempo. I can appraise my own and others' work at a basic level. I can read complex rhythms and recognize the notes of the treble clef.

**AGE RELATED**

I can perform simple pieces with fluency and accuracy, maintaining a part in group with some security. I can compose using rhythm, melody and a variety of instrumentation. I can successfully mix layers of texture; describe dynamics, tempo and sonority. I can appraise simply my own and others' work. I read both treble and bass clef accurately.

**GREATER DEPTH**

I can perform pieces with a good degree of fluency and accuracy and with expression. I keep up a part in a group and compose using rhythmic, melodic and harmonic devices and a variety of instrumentation. I can use software to compose, describe dynamics, tempo, timbre and rhythm.

**GREATER DEPTH PLUS**

I can perform complex pieces reasonably fluently, accurately and expressively. I maintain a separate part in an ensemble with security. I can compose in different styles using more extensive devices. I can sequence complex ideas. I can recognise and describe dynamics, tempo and rhythm.