

Year 7	Performing	Composition	Listening and Appraisal	Theory
Emerging	Limited ability to play material on an instrument, uses incorrect technique and hand position Can repeat simple rhythmic and melodic ideas as part of a group.	Can make up simple short ideas using a keyboard with a small range of notes. Can compose simple musical ideas using some of the elements of music. Compose and improvise simple four beat patterns which have a clear pulse.	Can recognize, identify and describe simple contrasts of pitch, dynamics and tempo.	Limited ability to identify musical signs and symbols
Developing	Can sustain a musical pulse and can repeat simple musical ideas on his/her own. Can perform simple musical ideas. Can play basic tunes on the keyboard with the notes written on the keys for assistance	Can compose longer motifs using specified pitches, and play them in order to create a simple composition Compose and improvise longer patterns that have a clear pulse and have some effective use of pitch and rhythm Can compose simple rhythmic and melodic ideas and record them using some form of notation.	Can recognize and describe pitch, dynamics and tempo. Can appraise their own and others' work at a basic level using sentences.	Can identify some basic symbols
Securing	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 pieces using rhythmic and melodic ideas and a variety of instrumentation. Can successfully combine different layers of texture. Can use a DAW to sequence simple ideas. Can put loops and samples in to a structure to create sections within a composition Can use notation software to sequence simple ideas.	Can recognize and describe pitch, dynamics, tempo and timbre/sonority. Identify a basic range of instruments. Can appraise their own and others' work at a basic level.	Can clap basic pulse and some rhythmic patterns in time. Can identify a few musical symbols
Advancing	Perform more exposed/significant parts mostly fluently and mostly in time. Can maintain a separate part in an ensemble with some ability to adjust to others.	Can compose pieces using rhythmic, melodic and harmonic devices and a variety of instrumentation. Can manipulate texture to achieve variety. Can use a DAW to sequence more complex ideas. Can use notation software to sequence more complex ideas.	Can recognize and describe dynamics, tempo, timbre/sonorities and rhythmic features. Can appraise their own and others' work at a fair level, suggesting improvements.	Is aware of some of the basic note values and notes of the treble clef. Can write down basic rhythms using crotchets, quavers and minims
Mastering	Can perform more complex pieces with a reasonable degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security.	Compose music for a given stimulus creating mood and atmosphere in a clear structure. Can compose pieces in different styles using rhythmic, melodic, harmonic and textural devices more extensively. Is able to use music technology or a live instrument to create a variety of ideas which can then be developed. Can use a DAW confidently to sequence complex ideas. Can use notation software confidently to sequence complex ideas.	Can recognize and describe dynamics, tempo, timbre/sonorities and both rhythmic and melodic features. Can appraise their own and others' work at a fair level, suggesting improvements.	Is aware of some of the basic note values and notes of the treble and bass clef. Can write down basic rhythms using crotchets, quavers and minims. Is aware of simple rests.