



Lymm High School- KS3 Life after levels - Music

		BRONZE	SILVER	GOLD	PLATINUM
		D and below= GCSE 1,2,3	C= GCSE 4	C/B= GCSE 5,6	A/A*= GCSE 7,8,9
YEAR 7	Performing	<p>I can repeat simple patterns (clapping/untuned percussion)</p> <p>I can sing in tune with reasonable fluency and accuracy</p>	<p>I can perform simple parts on the keyboard (note guide + one finger) and tuned percussion (one beater)</p>	<p>I can keep in time with others</p> <p>I can perform by ear and from simple notations</p> <p>I can perform simple patterns on the keyboard and tuned percussion with reasonable fluency and accuracy</p> <p>I know the notes of the keyboard, with the aid of a note guide</p>	<p>I know the notes of the keyboard without support</p> <p>I can demonstrate a high level of confidence in performance</p> <p>I sing with expression and clear diction</p>
	Composing	<p>I can explore repeating patterns</p>	<p>I can select appropriate sounds for compositions</p>	<p>I can improvise repeated patterns</p> <p>I can share a range of ideas in group tasks</p> <p>I can create simple compositions which have a sense of structure</p> <p>I can work within the given time allocation</p>	<p>I can improvise simple melodic/rhythmic phrases with a small set of given notes</p> <p>I can create compositions which explore different sounds and the musical elements</p>
	Listening & Appraising	<p>I know some key words for a range of topics</p>	<p>I know a range of musical elements</p>	<p>I can make some improvements to my own work</p>	<p>I have a basic understanding of notation</p>



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		I can recognise a variety of different instrument sounds, knowing instrument families	I can recognise basic musical symbols (treble clef, stave etc.)	I know the musical elements and can recognise some in listening tasks I can recognise rhythmic musical symbols (crotchets, minims etc.)	I can identify different genres of music and their features in a listening task
Year 8	Performing	I can sing alone with fluency, accuracy and confidence I can maintain an appropriate role within a group (leading, solo part or support)	I perform fluently and accurately on the keyboard and tuned percussion I realised a piece of music using appropriate notation	I can perform longer parts from memory and/or from music notations, showing understanding of the notes on a stave I can show awareness of the needs of others in a group task I can perform two parts with fluency and accuracy on the keyboard and/or my own instrument	I can sing solo showing excellent technique I can perform longer parts with reasonable technical skill and expression, using tempo, timbre, dynamics and phrasing I can show understanding of chords and melodies
	Composing	I can use tempo and dynamics creatively I can develop composition ideas in rehearsal time	I can compose using a variety of notations I can improvise melodic and/or rhythmic material within extended structures	I can sustain and develop musical ideas I can make a significant contribution to a group I can refine and improve work effectively in rehearsals, developing initial ideas further	I can compose music for different genres which explore musical features and devices I can use relevant notations to plan and revise material
	Listening & Appraising	I have a reasonable grasp of treble clef notation	I can consider successful/non-successful	I can evaluate the success of my work and set realistic targets for refinement	I can evaluate how different contexts are reflected in my own and others' work



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		I can suggest improvements to my own and others' work	<p>outcomes and improve my own and others' work</p> <p>I can describe and compare musical features in listening tasks, using appropriate vocabulary</p>	I can analyse music in detail, using key words and musical terms	I have a clear understanding of treble clef notation
Year 9	Performing	<p>I can coordinate my part with the other performer(s), considering timing</p> <p>I can play from a musical score without the notes written on to assist me</p>	<p>I can play more challenging parts on my own instrument or the keyboard, following complex rhythms and playing more than one part</p> <p>I can show ability to read a musical score coherently</p>	<p>I can perform extended pieces of music in different styles using relevant notations</p> <p>I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate</p>	<p>I can demonstrate outstanding performance skills, showing high levels of confidence and technical ability</p> <p>I can collaborate effectively with other performers, showing the ability to direct an ensemble</p>
	Composing	<p>I can explore contrasts by exploiting the musical elements</p> <p>I can use rehearsal time effectively to refine material</p>	<p>I can create coherent compositions, contributing developed ideas to individual and group tasks</p> <p>I can support others in composing complementary parts</p>	<p>I can develop highly imaginative and original compositions which explore advanced techniques</p> <p>I can adapt, improvise, develop, extend and discard musical ideas within chosen musical styles</p>	<p>I can compose extended, memorable pieces with a sense of direction and shape, with consideration of melody, rhythm and overall</p> <p>I can explore a range of different styles, genres and traditions</p> <p>I can make accurate use of appropriate notations, using software if necessary</p>
	Listening & Appraising	I can read notation accurately	I can write accurate descriptions, using technical vocabulary to give detailed answers	I can evaluate and make critical judgements about the use of musical	I can demonstrate excellent score-reading skills and a clear understanding of music notation and symbols



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		<p>I can use musical language when appraising different styles of music</p> <p>I have a basic understanding of different structures and textures</p>	<p>I have a good understanding of different structures and textures</p>	<p>conventions and other characteristics</p> <p>I can discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and justifying the conclusions that I have drawn</p>	<p>I can display excellent knowledge of key words for topics covered and musical terms, with detailed descriptions of musical features identified</p>
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