

Year 7 Progress Ladder - MUSIC

Pathway A	Pathway B	Pathway C	Pathway D	Performing and following notations	Composing and Improvising	Listening and Appraising
1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	I can: <ul style="list-style-type: none"> maintain an independent part in a small group when playing or singing ; play and sing expressively by adapting tempo, dynamics and phrasing as necessary; follow simple staff notation through singing or playing short passages of music. 	I can: <ul style="list-style-type: none"> communicate thoughts and feelings through my musical ideas; explain and justify my choices; improvise melodic and rhythmic material within given structures; refine and improve my work; manipulate and structure sound using music technology; refine and develop work using editing tools. 	I can: <ul style="list-style-type: none"> communicate my thoughts and feelings about music I hear; offer comments about my own and others work and ways to improve; accept feedback and suggestions from others; identify how music reflects time, place and culture; explore processes and contexts of musical styles.
1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	<ul style="list-style-type: none"> suggest, follow and lead simple performance directions; demonstrate musical quality eg clear starts, ends of pieces/phrases; play and sing accurately, confidently and fluently, maintaining an appropriate pulse; identify and use basic symbols from standard western notation including rhythms and basic pitch within a limited range. 	<ul style="list-style-type: none"> use the voice, sounds and instruments in creative ways; create simple rhythmic patterns, melodies and accompaniments; develop ideas within musical structures; compose for different occasions; use technology in creative ways; manipulate and structure sound using music technology. 	<ul style="list-style-type: none"> comment on how my intentions have been achieved in my music; analyse and compare musical features in music I hear; offer comments about my own and others work and ways to improve; accept feedback and suggestions from others.
2. Making expected progress	1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	<ul style="list-style-type: none"> follow and lead simple performance directions and respond to musical cues ; musically demonstrate an increased understanding and use of basic musical features; maintain my own part with an awareness of how different parts fit together; recognise, respond to and use with increasing accuracy basic symbols from standard western notation. 	<ul style="list-style-type: none"> recognise and musically demonstrate an awareness of a link between shape and pitch using graphic notations; recognise rhythmic patterns found in speech (saying and chanting names, counting syllables in names etc.); improvise melodic and rhythmic phrases; compose by developing ideas within musical structures; manipulate sound using music technology. 	<ul style="list-style-type: none"> listen to and respond appropriately to a variety of live and recorded music; make statements and observations about the music I hear through movement, sound based and other creative responses.

3. Below expected progress	2. Making expected progress			<ul style="list-style-type: none"> • join in and stop as appropriate and show an awareness of the audience when I perform; • play with some expression; • recognise, respond to and use basic rhythms from standard western notation; • sing in tune within a limited pitch range; • perform with a good sense of pulse. 	<ul style="list-style-type: none"> • enjoy making, playing, changing and combining sounds; • experiment with different ways of producing sound with voice; instruments, body percussion and by using simple technology . 	<ul style="list-style-type: none"> • listen and respond appropriately to a variety of live and recorded music; • identify how music reflects different intentions.
4. Cause for concern	3. Below expected progress	2. Making expected progress		<ul style="list-style-type: none"> • recognise and broadly control changes in timbre, tempo and pitch and dynamics; • show an awareness of the audience when performing; • identify, recognise, respond to and use basic invented/graphic symbols. 	<ul style="list-style-type: none"> • create music and suggest symbols to represent sounds; • improvise repeated patterns and combine several layers of sound. 	<ul style="list-style-type: none"> • comment on and respond to recordings of my own voice, other classroom sounds and musical instruments; • make improvements to my own work.
	3. Below expected progress	2. Making expected progress		<ul style="list-style-type: none"> • show an awareness of the audience when performing; • identify, recognise, respond to and use basic invented/graphic symbols. 	<ul style="list-style-type: none"> • create music and suggest symbols to represent sound; • listen to ideas from others, taking turns as appropriate to the context eg. passing around instruments, sharing and listening to others. 	<ul style="list-style-type: none"> • listen to and comment on recordings of my own voice, other classroom sounds and musical instruments.
	4. Cause for concern	3. Below expected progress	4. Cause for concern	<ul style="list-style-type: none"> • perform simple patterns and accompaniments keeping to a steady pulse; • sing and play with a sense of the shape of the melody. 	<ul style="list-style-type: none"> • choose carefully and order sounds within simple structures such as beginning , middle and end. 	<ul style="list-style-type: none"> • respond to different moods in music and recognise well defined changes in sound; • take account of and follow musical instructions.
	4. Cause for concern	4. Cause for concern	4. Cause for concern	<ul style="list-style-type: none"> • sing and play with a limited sense of shape of the melody; • perform simple patterns by rote keeping to a basic pulse. 	<ul style="list-style-type: none"> • choose and order sounds within simple structures. 	<ul style="list-style-type: none"> • respond to different moods in music and recognise well defined changes in sound.