

## Year 8 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	<b>I can:</b> <ul style="list-style-type: none"> <li>• lead an independent part in a group when playing (eg. Rhythm, ostinato, drone etc) ;</li> <li>• make subtle adjustments to fit your own part with others;</li> <li>• follow more complex staff notation through singing and playing;</li> <li>• maintain a strong sense of pulse when singing;</li> <li>• recognise and self-correct when going out of time.</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>• experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques;</li> <li>• use a variety of musical devices, timbres, textures, techniques etc. when creating and making music;</li> <li>• improvise and compose in different styles.</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>• listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context;</li> <li>• be perceptive to music and communicate personal thoughts and feelings;</li> <li>• critique my own and others' work and justify specific comments;</li> <li>• analyse, compare and evaluate how music reflects the contexts in which it is created performed and heard.</li> </ul>
1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	<ul style="list-style-type: none"> <li>• maintain an independent part in a small group when playing or singing;</li> <li>• play and sing expressively by adapting tempo, dynamics and phrasing as necessary;</li> <li>• follow simple staff notation through singing or playing short passages of music.</li> </ul>	<ul style="list-style-type: none"> <li>• communicate thoughts and feelings through my musical ideas;</li> <li>• explain and justify my choices;</li> <li>• improvise melodic and rhythmic material within given structures;</li> <li>• refine and improve my work;</li> <li>• manipulate and structure sound using music technology;</li> <li>• refine and develop work using editing tools.</li> </ul>	<ul style="list-style-type: none"> <li>• communicate my thoughts and feelings about music I hear;</li> <li>• offer comments about my own and others work and ways to improve;</li> <li>• accept feedback and suggestions from others;</li> <li>• identify how music reflects time, place and culture;</li> <li>• explore processes and contexts of musical styles.</li> </ul>
2. Making expected progress	1. Exceeding expected progress	1. Exceeding expected progress	1. Exceeding expected progress	<ul style="list-style-type: none"> <li>• suggest, follow and lead simple performance directions;</li> <li>• demonstrate musical quality eg clear starts, ends of pieces/phrases;</li> <li>• play and sing accurately, confidently and fluently, maintaining an appropriate pulse;</li> <li>• identify and use basic symbols from standard western notation including rhythms and basic pitch within a limited range.</li> </ul>	<ul style="list-style-type: none"> <li>• use the voice, sounds and instruments in creative ways;</li> <li>• create simple rhythmic patterns, melodies and accompaniments;</li> <li>• develop ideas within musical structures ;</li> <li>• compose for different occasions;</li> <li>• use technology in creative ways;</li> <li>• manipulate and structure sound using music technology.</li> </ul>	<ul style="list-style-type: none"> <li>• comment on how my intentions have been achieved in my music;</li> <li>• analyse and compare musical features in music I hear;</li> <li>• offer comments about my own and others work and ways to improve;</li> <li>• accept feedback and suggestions from others.</li> </ul>

3. Below expected progress	2. Making expected progress			<ul style="list-style-type: none"> <li>• follow and lead simple performance directions and respond to musical cues;</li> <li>• musically demonstrate an increased understanding and use of basic musical features;</li> <li>• maintain my own part with an awareness of how different parts fit together;</li> <li>• recognise, respond to and use with increasing accuracy basic symbols from standard western notation .</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and musically demonstrate an awareness of a link between shape and pitch using graphic notations;</li> <li>• recognise rhythmic patterns found in speech (saying and chanting names, counting syllables in names etc. );</li> <li>• improvise melodic and rhythmic phrases;</li> <li>• compose by developing ideas within musical structures;</li> <li>• manipulate sound using music technology.</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and respond appropriately to a variety of live and recorded music;</li> <li>• make statements and observations about the music I hear through movement, sound based and other creative responses.</li> </ul>
4. Cause for concern	3. Below expected progress	2. Making expected progress		<ul style="list-style-type: none"> <li>• join in and stop as appropriate and show an awareness of the audience when I perform;</li> <li>• play with some expression;</li> <li>• recognise, respond to and use basic rhythms from standard western notation;</li> <li>• sing in tune within a limited pitch range;</li> <li>• perform with a good sense of pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy making, playing, changing and combining sounds;</li> <li>• experiment with different ways of producing sound with voice, instruments, body percussion and by using simple technology.</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to a variety of live and recorded music;</li> <li>• identify how music reflects different intentions.</li> </ul>
	4. Cause for concern	3. Below expected progress	2. Making expected progress	<ul style="list-style-type: none"> <li>• recognise and broadly control changes in timbre, tempo and pitch and dynamics;</li> <li>• show an awareness of the audience when performing;</li> <li>• identify, recognise, respond to and use basic invented/graphic symbols .</li> </ul>	<ul style="list-style-type: none"> <li>• create music and suggest symbols to represent sounds;</li> <li>• improvise repeated patterns and combine several layers of sound.</li> </ul>	<ul style="list-style-type: none"> <li>• comment on and respond to recordings of my own voice, other classroom sounds and musical instruments;</li> <li>• make improvements to my own work.</li> </ul>
		4. Cause for concern	3. Below expected progress	<ul style="list-style-type: none"> <li>• show an awareness of the audience when performing;</li> <li>• identify, recognise, respond to and use basic invented/graphic symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• create music and suggest symbols to represent sound;</li> <li>• listen to ideas from others, taking turns as appropriate to the context eg. passing around instruments, sharing and listening to others.</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and comment on recordings of my own voice, other classroom sounds and musical instruments .</li> </ul>
	4. Cause for concern		<ul style="list-style-type: none"> <li>• perform simple patterns and accompaniments keeping to a steady pulse;</li> <li>• sing and play with a sense of the shape of the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• choose carefully and order sounds within simple structures such as beginning , middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• respond to different moods in music and recognise well-defined changes in sound;</li> <li>• take account of and follow musical instructions.</li> </ul>	