

Year 9 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	<p>I can:</p> <ul style="list-style-type: none"> demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal and when singing; recognise and alter intonation (tuning) when appropriate; perform in different styles, making significant contributions to the ensemble. 	<p>I can:</p> <ul style="list-style-type: none"> create music which demonstrates an understanding of structure and discuss the choices made; create compositions drawing on internalised sound; adapt, improvise and extend musical ideas within styles, genres and traditions. 	<p>I can:</p> <ul style="list-style-type: none"> listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context; share opinions about my own and others' music and be willing to justify these; be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts; critique my own and others' work, offering specific comments .
				<ul style="list-style-type: none"> lead an independent part in a group when playing (eg. Rhythm, ostinato, drone etc) ; make subtle adjustments to fit your own part with others; follow more complex staff notation through singing and playing; maintain a strong sense of pulse when singing; recognise and self-correct when going out of time. 	<ul style="list-style-type: none"> experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques; use a variety of musical devices, timbres, textures, techniques etc. when creating and making music; improvise and compose in different styles. 	<ul style="list-style-type: none"> listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context; be perceptive to music and communicate personal thoughts and feelings; critique my own and others' work and justify specific comments; analyse, compare and evaluate how music reflects the contexts in which it is created performed and heard.

2. Making expected progress				<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. 	<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. 	<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.
3. Below expected progress	2. Making 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.
4. Cause for concern	3. Below expected progress	2. Making 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.

	4.Cause for concern	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	<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.
			4.Cause for concern	<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 .