

MUSIC

Year	Subject	AP	Band A	Band B	Band C
7	Music	AP1	<p>Students can:</p> <ul style="list-style-type: none"> • Perform a melody on the keyboard, and are beginning to play independent parts with left and right hands. • Recognise a wide range of instruments from listening. • Explain how the elements of music are used to create different moods. 	<p>Students can:</p> <ul style="list-style-type: none"> • Perform a short melody on the keyboard using the correct fingers. • Recognise a range of instruments, both classical and popular. • Demonstrate knowledge of some of the elements of music and are beginning to identify them from listening. 	<p>Students can:</p> <ul style="list-style-type: none"> • Perform a short melody on the keyboard. • Recognise some instruments from listening. • Say whether music is loud or quiet, fast or slow. • Locate where a D is on the piano.
7	Music	AP2	<p>Students can:</p> <ul style="list-style-type: none"> • Recognise some notes on a musical stave and read fairly accurately from a score with note names. • Keep their part going in a group performance. • Practise areas that they struggle with patiently and with focus. • Make a significant contribution to a group composition. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognise the notes of the keyboard without support. • Demonstrate reasonable confidence in performances. • Share a range of ideas in group tasks. • Create compositions which explore different sounds and the musical elements. 	<p>Students can:</p> <ul style="list-style-type: none"> • Recognise the notes of the keyboard, with the aid of a note guide. • Make a limited contribution to a team composition. • Select appropriate sounds for compositions. • Know some key words for a range of topics.

			<ul style="list-style-type: none"> ● Improvise simple melodic/rhythmic phrases with a small set of given notes. ● Have a basic understanding of traditional musical notation to aid composition. ● Compose music for specific moods / purposes, using different sounds confidently. ● Create simple compositions which have a sense of structure. ● Manage rehearsal time in order to ensure the minimum expected is completed. ● Understand the use of keywords when analysing a piece of music. ● Use accurate descriptions to compare and contrast the timbre of different instruments. ● Know most of the elements of music, and can describe them reasonably well. ● Evaluate how venue, occasion and purpose affect the way music is created, performed and heard. 	<ul style="list-style-type: none"> ● Use sounds for specific representations in music. ● Work in the time allocation. ● Know key words for a variety of styles. ● Recognise a variety of different instrument sounds, knowing instrument families. ● Know a range of musical elements. ● Recognise traditional musical notation (crotchets, minims etc.). ● Suggest improvements to their own and others' work. 	<ul style="list-style-type: none"> ● Recognise a range of instrumental sounds. ● Know some musical elements. ● Recognise basic musical symbols (treble clef, stave etc.). ● Make some improvements to their work
8	Music	AP1	Students can:	Students can:	Students can:

			<ul style="list-style-type: none"> ● Play all of the right hand part of Fur Elise, and are beginning to add the left hand too. ● Identify treble clef notes on the staff. ● Describe how the elements of music are used to create different moods when listening. 	<ul style="list-style-type: none"> ● Play the opening three phases of Fur Elise. ● Identify all the white and black notes on the piano, and are beginning to read notation with support. ● Can identify all of the musical elements from listening. 	<ul style="list-style-type: none"> ● Play the opening notes of Fur Elise using just the right hand. ● Identify all the white notes on the piano. ● Describe the dynamics (volume) and tempo (speed) of music from listening.
8	Music	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● Realise a piece of music using appropriate notation. ● Maintain an appropriate role within a group (leading, solo part or support). ● Demonstrate a high level of confidence in performance. ● Contribute to group composition in a positive manner, listening attentively and contributing ideas. ● Use tempo and dynamics creatively. ● Compose using a variety of notations. ● Compose for a range of genres, making choices appropriate to the style. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Recognise some notes on a musical staff and read fairly accurately from a score with note names. ● Keep their part going in a group performance. ● Practise areas that they struggle with patiently and with focus. ● Make a significant contribution to a group composition.. ● Improvise simple melodic/rhythmic phrases with a small set of given notes. ● Compose using traditional musical notation. ● Compose music for specific moods / purposes, using different sounds confidently. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Recognise the notes of the keyboard without support. ● Demonstrate reasonable confidence in performances. ● Share a range of ideas in group tasks. ● Create compositions which explore different sounds and the musical elements. ● Use sounds for specific representations in music. ● Work in the time allocation. ● Know key words for a variety of styles. ● Recognise a variety of different instrument sounds, knowing instrument families.

			<ul style="list-style-type: none"> ● Use structure to develop compositions in terms of contrast and musical interest. ● Develop compositions in rehearsal time. ● Use a wide range of key words covering a variety of topics and can apply these words to new topics. ● Recognise a wide range of western and world instruments from listening. ● Recognise the musical elements and can identify some in listening tests ● Consider successful/ non-successful outcomes and improve their own and others' work. 	<ul style="list-style-type: none"> ● Create simple compositions which have a sense of structure. ● Manage rehearsal time in order to ensure the minimum expected is completed. ● Understand the use of keywords when analysing a piece of music. ● Use accurate descriptions to compare and contrast the timbre of different instruments. ● Know most of the elements of music, and can describe them reasonably well. ● Have a basic understanding of traditional musical notation. ● Evaluate how venue, occasion and purpose affect the way music is created, performed and heard. 	<ul style="list-style-type: none"> ● Know a range of musical elements. ● Recognise traditional musical notation (crotchets, minims etc.). ● Suggest improvements to their own and others' work
9	Music	AP1	<p>Students can:</p> <ul style="list-style-type: none"> ● Realise a piece of music using appropriate notation ● Perform fluently and accurately on the keyboard ● Maintain an appropriate role within a group (leading, solo part or support) 	<p>Students can:</p> <ul style="list-style-type: none"> ● Recognise some notes on a musical stave and read fairly accurately from a score with note names ● Perform simple melodies and chords on the keyboard with reasonable fluency and accuracy 	<p>Students can:</p> <ul style="list-style-type: none"> ● Recognise the notes of the keyboard without support ● Perform simple parts on the keyboard. ● Keep in time with others ● Demonstrate reasonable confidence in performances

			<ul style="list-style-type: none"> ● Demonstrate a high level of confidence in performance ● Use tempo and dynamics creatively ● Demonstrate a wide range of key words covering a variety of topics and can apply these words to new topics ● Recognise the musical elements and can recognise some in listening tasks ● Show a reasonable grasp of treble clef notation ● Consider successful/non-successful outcomes and improve their own and others' work 	<ul style="list-style-type: none"> ● Keep their own part going in a group performance ● Practise areas that they struggle with patiently and with focus ● Make a significant contribution to a group ● Manage their rehearsal time in order to ensure the minimum expected is completed ● Understand the use of keywords when analysing a piece of music. ● Recognise most of the elements of music, and can describe them reasonably well. ● Show a basic understanding of notation ● Evaluate how venue, occasion and purpose affect the way music is created, performed and heard 	<ul style="list-style-type: none"> ● Work in the time allocation ● Recognise a range of musical elements ● Recognise rhythmic musical symbols (crotchets, minims etc.) ● Suggest improvements to their own and others' work
9	Music	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● Competently use key language when talking about music. ● Identify different genres of music and their features in a listening task. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Recognise a wide range of key words covering a variety of topics and can apply these words to new topics. ● Recognise a wide range of western and world instruments from listening. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Practise areas that they struggle with patiently and with focus. ● Understand the use of keywords when analysing a piece of music.

			<ul style="list-style-type: none"> ● Identify and explain what musical elements they hear in different listening tasks. ● Have a secure understanding of treble clef notation. ● Evaluate the success of their own work and set realistic targets for refinement 	<ul style="list-style-type: none"> ● Recognise the musical elements and can identify some in listening tasks. ● Demonstrate a reasonable grasp of treble clef notation. ● Consider successful/ non-successful outcomes and improve their own and others' work 	<ul style="list-style-type: none"> ● Use accurate descriptions to compare and contrast the timbre of different instruments. ● Recognise most of the elements of music, and can describe them reasonably well. ● Demonstrate a basic understanding of traditional musical notation. ● Evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
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