

Music (Year 7)

| Grade Skill Area | Emerging – a student whose understanding of the Y7 Music skills is emerging will be able to: | Developing – a student who is developing their Y7 Music skills will be able to: | Secure – a student who is secure in the skills in the Y7 Music curriculum will be able to: | Mastered – a student who has mastered the Y7 Music skills will be able to do: |
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| <p><u>Performing</u> Students should: <i>'Play and perform in solo or ensemble contexts using their voice and playing instruments musically and fluently with accuracy and expression'</i></p> | <p>Perform simple musical ideas as a solo with lack of accuracy in pitch/rhythm and fluency. Contribute a separate part in an ensemble with some lack of accuracy and stability.</p> | <p>Perform simple musical ideas as a solo with lack of accuracy in pitch/rhythm or fluency. Contribute a separate part in an ensemble with some lack of stability.</p> | <p>Perform a melody and accompaniment as a solo with a reasonable degree of accuracy, though not always fluently. Maintain a separate part in an ensemble with a fair degree of security.</p> | <p>Perform a melody and accompaniment as a solo with good fluency and accuracy. Maintain a separate part in an ensemble with security and ability to adjust to others. Can take on a leadership role in a group.</p> |
| <p><u>Composing</u> Students should: <i>'Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions'</i></p> | <p>Improvise simple 4 beat patterns. Compose a simple short and repetitive rhythmic or melodic idea within given structures. Compose by combining layers of sound in a group setting and have some awareness of the combined effect.</p> | <p>Improvise simple repeated patterns. Compose a simple rhythmic or melodic idea within given structures. Compose by combining layers of sound in a group setting and have good awareness of the combined effect.</p> | <p>Improvise and compose fairly complex rhythmic and melodic ideas within given structures. Compose by combining several layers of sound in a group setting with awareness of the combined effect and incorporate a range of textural and/or expressive devices.</p> | <p>Improvise and compose quite extended and fairly complex rhythmic and melodic ideas. Compose by combining several layers of sound with awareness of the combined effect and incorporate a range of textural and expressive devices.</p> |
| <p><u>Listening & Appraising</u> Students should: <i>'Listen with increasing discrimination to a wide range of music; develop a deep understanding of the music that they perform or listen to, and its history'</i></p> | <p>Recognise and describe contrasts with basic musical elements, e.g. pitch = high or low; tempo = fast or slow.</p> | <p>Recognise and describe contrasts of basic musical elements as well as basic rhythmic and melodic features.</p> | <p>Recognise and describe contrasts between most of the key features of a piece of music using a good amount of the relevant musical vocabulary.</p> | <p>Identify, describe and explain the key features of a piece of music from different styles and genres with attention to the musical detail.</p> |