




The Grange School KS3 Progress Step Descriptors - Music

Music 	Performing	Composing	Listening and Appraising
Progress Step T6	<ul style="list-style-type: none"> I can sing a simple melody. 	<ul style="list-style-type: none"> I can work in a group. I can make a limited contribution to the group. 	<ul style="list-style-type: none"> I can identify difference sound sources. I can recognize high and low sounds. I know one key word per topic.
Progress Step 1-	<ul style="list-style-type: none"> I can repeat a simple ostinato. 	<ul style="list-style-type: none"> I can participate in a group composition. 	<ul style="list-style-type: none"> I can recognize some instrument sounds.
Progress Step 1	<ul style="list-style-type: none"> I can follow instructions when performing. 	<ul style="list-style-type: none"> I can order sounds in a creative way. 	<ul style="list-style-type: none"> I know when a piece is loud or quiet. I know some generic key words.
Progress Step 1+	<ul style="list-style-type: none"> I can show co-ordination on an instrument. 	<ul style="list-style-type: none"> I can share my own ideas in group tasks. 	<ul style="list-style-type: none"> I can recognize a range of instrumental sounds.
Progress Step 2-	<ul style="list-style-type: none"> I can sing with an accuracy of pitch. 	<ul style="list-style-type: none"> I can select appropriate timbres for compositions. 	<ul style="list-style-type: none"> I know some elements of music.
Progress Step 2	<ul style="list-style-type: none"> I can perform patterns on untuned percussion. 	<ul style="list-style-type: none"> I can explore repeating patterns. 	<ul style="list-style-type: none"> I know some key words for a range of topics.
Progress Step 2+	<ul style="list-style-type: none"> I can sing in tune fluently and accurately. 	<ul style="list-style-type: none"> I can improvise repeated patterns. 	<ul style="list-style-type: none"> I can identify musical families.
Progress Step 3-	<ul style="list-style-type: none"> I can perform simple melodies on keyboard and tuned percussion. 	<ul style="list-style-type: none"> I can share a range of ideas in group tasks. 	<ul style="list-style-type: none"> I can recognise treble clef, stave and basic notation.
Progress Step 3	<ul style="list-style-type: none"> I can keep in time with others. I can sing in tune and with expression. 	<ul style="list-style-type: none"> I can use a simple structure to compose. 	<ul style="list-style-type: none"> I know a range of musical elements and can make improvements to my own work.
Progress Step 3+	<ul style="list-style-type: none"> I am confident when performing I can maintain a part when performing as a group. 	<ul style="list-style-type: none"> I can improvise melodic/rhythmic phrases with a small set of given notes. 	<ul style="list-style-type: none"> I know the musical elements and can recognise some in listening tasks.
Progress Step 4-	<ul style="list-style-type: none"> I can perform simple keyboard and tuned percussion patterns with reasonable fluency. 	<ul style="list-style-type: none"> I can create compositions which explore different sounds and the musical elements. 	<ul style="list-style-type: none"> I can recognise rhythmic musical symbols and have a basic understanding of notation.
Progress Step 4	<ul style="list-style-type: none"> I know the notes of the keyboard and can use them fluently without reminders. 	<ul style="list-style-type: none"> I can develop composition ideas in rehearsal time and use a variety of notations. 	<ul style="list-style-type: none"> I can suggest improvements to my own and others' work.



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Progress Step 4+	<ul style="list-style-type: none">I sing with expression and clear diction.	<ul style="list-style-type: none">I can improvise melodic/rhythmic material within an extended structure.	<ul style="list-style-type: none">I can identify different genres and their features through listening tasks.
Progress Step 5-	<ul style="list-style-type: none">I demonstrate a high level of confidence and maintain a role within a group. I realised a piece of music using appropriate notation.	<ul style="list-style-type: none">I can use tempo and dynamics creatively.	<ul style="list-style-type: none">I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard.
Progress Step 5	<ul style="list-style-type: none">I perform fluently and accurately on the keyboard and tuned percussion.	<ul style="list-style-type: none">I can refine and improve work effectively in rehearsals developing initial ideas further.	<ul style="list-style-type: none">I have a reasonable grasp of treble clef notation.
Progress Step 5+	<ul style="list-style-type: none">I can sing alone, fluently and accurately.	<ul style="list-style-type: none">I can make a significant contribution to a group. I can sustain and develop musical ideas.	<ul style="list-style-type: none">I can describe and compare musical features in a listening task, using appropriate vocabulary.