

Year 7 Subject	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p>Music Making Through creatively engaging with the practical process of making music students can...</p>	<p>Perform simple phrases with a sense of shape of the melody. Create and perform simple melodic and rhythmic patterns with some sense of pulse and accompaniment. Display a basic understanding of their role in an ensemble. Perform from simple notations, memory and by ear. Engage with group discussions about simple structures.</p>	<p>Perform pentatonic and conjunct melodies in tune with basic musical expression. Memorize and perform simple patterns and accompaniments accurately, within up to three layers of texture. Memorize and perform simple patterns and accompaniments accurately, within up to three layers of texture. Display an understanding of their role within the piece and the stylistic context.</p>	<p>Perform significant or disjunct parts confidently and accurately. Accurately maintain their own part consisting of a variety of melodic / harmonic / rhythmic parts within a more complex texture. Improvise and adapt musical motifs within simple parameters. Make changes to musical elements and devices to change the mood and effect. Create simple but coherent musical structures.</p>	<p>Perform complex solo roles confidently and accurately. Accurately perform a significant or solo role consisting of a variety of melodic / harmonic / rhythmic parts within a more complex texture. Makes changes to their role according to the stylistic context. Combine multiple changes to musical elements and devices with an awareness of musical effect. Lead discussions to create coherent musical structures.</p>
<p>Attainment target 2 (AT2)</p> <p>Understanding Music Through engaging in the characteristics, elements, styles, and theory of music notation students can...</p>	<p>Describe simple changes to musical ideas such as pitch, tempo and dynamics. Engage with music using simple graphic rhythm and pitch notations.</p>	<p>Describe how different musical ideas are used within a piece (their role). Understand and describe changes of pitch, tempo, dynamics and rhythm. Engage with music using simple graphic rhythm and pitch notations. Use basic graphic notations to write down simple composition ideas.</p>	<p>Describe how and why simple musical devices are used to create different effects in music. Engage with simple music using standard rhythm and pitch notation of single-line staves. Use standard music notation to write down simple composition ideas. Understand and describe changes of pitch, tempo, dynamics, rhythm, metre and texture.</p>	<p>Describe the characteristics of music according to its purpose. Understand and describe more subtle changes of pitch, tempo, dynamics, rhythm, metre and texture. Engage with simple music using standard rhythm and pitch notation of pieces up to two simultaneous lines. Use standard music notation to accurately write down simple composition ideas.</p>
<p>Attainment target 3 (AT3)</p> <p>Music Thinking Through reviewing, analysing and evaluating music students can...</p>	<p>Describe the music they perform and hear using simple musical terminology.</p>	<p>Describe the basic features of music they perform and hear and suggest simple improvements or additions.</p>	<p>Describe the music they perform and hear using some musical terminology and evaluate how effectively a simple piece matches the intended outcome, suggesting some improvements or additions.</p>	<p>Use some musical terminology to evaluate how the music they perform and hear reflects its purpose, style and genesis. Suggest additions and improvements to enhance the effectiveness of a piece of music.</p>

Year 8 Subject	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p>Music Making Through creatively engaging with the practical process of making music students can...</p>	<p>Perform simple phrases with a sense of shape of the melody. Create and perform simple melodic and rhythmic patterns with some sense of pulse and accompaniment. Display a basic understanding of their role in an ensemble. Perform from simple notations, memory and by ear. Engage with group discussions about simple structures.</p>	<p>Perform pentatonic and conjunct melodies in tune with basic musical expression. Memorize and perform simple patterns and accompaniments accurately, within up to three layers of texture. Memorize and perform simple patterns and accompaniments accurately, within up to three layers of texture. Display an understanding of their role within the piece and the stylistic context.</p>	<p>Perform significant or disjunct parts confidently and accurately. Accurately maintain their own part consisting of a variety of melodic / harmonic / rhythmic parts within a more complex texture. Improvise and adapt musical motifs within simple parameters. Make changes to musical elements and devices to change the mood and effect. Makes changes to their role according to the stylistic context. Create simple but coherent musical structures.</p>	<p>Perform complex solo roles confidently and accurately. Accurately perform a significant or solo role consisting of a variety of melodic / harmonic / rhythmic parts within a more complex texture. Makes changes to their role according to the stylistic context. Combine multiple changes to musical elements and devices with an awareness of musical effect. Identify improvements to create coherent musical structures. Improvise, adapt and develop musical ideas within more complex (or less restricted) parameters.</p>
<p>Attainment target 2 (AT2)</p> <p>Understanding Music Through engaging in the characteristics, elements, styles, and theory of music notation students can...</p>	<p>Describe simple changes to musical ideas such as pitch, tempo and dynamics. Engage with music using simple graphic rhythm and pitch notations.</p>	<p>Describe how different musical ideas are used within a piece (their role). Understand and describe changes of pitch, tempo, dynamics and rhythm. Engage with music using simple graphic rhythm and pitch notations. Use basic graphic notations to write down simple composition ideas.</p>	<p>Describe how and why simple musical devices are used to create different effects in music. Engage with simple music using standard rhythm and pitch notation of single-line staves. Use standard music notation to write down simple composition ideas. Understand and describe changes of pitch, tempo, dynamics, rhythm, metre and texture.</p>	<p>Describe the characteristics of music according to its purpose. Understand and describe more subtle changes of pitch, tempo, dynamics, rhythm, metre and texture. Engage with simple music using standard rhythm and pitch notation of pieces up to two simultaneous lines. Use standard music notation to accurately write down simple composition ideas.</p>
<p>Attainment target 3 (AT3)</p> <p>Music Thinking Through reviewing, analysing and evaluating music students can...</p>	<p>Describe the music they perform and hear using simple musical terminology.</p>	<p>Describe the basic features of music they perform and hear and suggest simple improvements or additions.</p>	<p>Describe the music they perform and hear using some musical terminology and evaluate how effectively a simple piece matches the intended outcome, suggesting some improvements or additions.</p>	<p>Use some accurate musical terminology to evaluate how the music they perform and hear reflects its purpose, style and genesis. Suggest additions and improvements to enhance the effectiveness of a piece of music.</p>

Year 9 Subject	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p>Music Making Through creatively engaging with the practical process of making music students can...</p>	<p>Perform pentatonic and conjunct melodies in tune with basic musical expression. Memorize and perform simple patterns and accompaniments accurately, within up to three layers of texture. Display an understanding of their role within the piece and the stylistic context.</p>	<p>Perform significant or disjunct parts confidently and accurately. Accurately maintain their own part consisting of a variety of melodic / harmonic / rhythmic parts within a more complex texture. Improvise and adapt musical motifs within simple parameters. Make changes to musical elements and devices to change the mood and effect. Makes changes to their role according to the stylistic context. Create simple but coherent musical structures.</p>	<p>Perform complex solo roles confidently and accurately. Accurately perform a significant or solo role consisting of a variety of melodic / harmonic / rhythmic parts within a more complex texture. Makes changes to their role according to the stylistic context. Combine multiple changes to musical elements and devices with an awareness of musical effect. Identify improvements to create coherent musical structures. Improvise, adapt and develop musical ideas within more complex (or less restricted) parameters.</p>	<p>Accurately perform a complex significant or solo role consisting of a variety of stylistic melodic / harmonic / rhythmic parts (within a more complex texture) adapting their performance according to style and interpretation (approx. Grade 5 and above). Create coherent musical structures with a sense of proportion and variety. Improvise, adapt and develop musical motifs within more complex (or less restricted) parameters. Combine more complex changes to musical elements and devices with an awareness of musical effect (e.g. - tonality and harmony).</p>
<p>Attainment target 2 (AT2)</p> <p>Understanding Music Through engaging in the characteristics, elements, styles, and theory of music notation students can...</p>	<p>Describe how different musical ideas are used within a piece (their role). Understand and describe changes of pitch, tempo, dynamics and rhythm. Engage with music using simple graphic rhythm and pitch notations. Use basic graphic notations to write down simple composition ideas.</p>	<p>Describe how and why simple musical devices are used to create different effects in music. Engage with simple music using standard rhythm and pitch notation of single-line staves. Use standard music notation to write down simple composition ideas. Understand and describe changes of pitch, tempo, dynamics, rhythm, metre and texture.</p>	<p>Describe the characteristics of music according to its purpose. Understand and describe more subtle changes of pitch, tempo, dynamics, rhythm, metre and texture. Engage with music using standard rhythm and pitch notation of pieces of approximately Gr3. Use standard music notation to accurately write down some composition ideas.</p>	<p>Make connections between a wide range of styles. Engage with complex music using standard rhythm and pitch notation of pieces of Gr4 and above. Use standard music notation to accurately write down multiple layers of music. Use complex musical terminology to describe subtle changes of pitch, tempo, dynamics, rhythm, metre, texture, forces, melody, tonality and harmony.</p>
<p>Attainment target 3 (AT3)</p> <p>Music Thinking Through reviewing, analysing and evaluating music students can...</p>	<p>Describe the basic features of music they perform and hear and suggest simple improvements or additions.</p>	<p>Describe the music they perform and hear using some musical terminology and evaluate how effectively a simple piece matches the intended outcome, suggesting some improvements or additions.</p>	<p>Use some accurate musical terminology to evaluate how the music they perform and hear reflects its purpose, style and genesis. Suggest additions and improvements to enhance the effectiveness of a piece of music.</p>	<p>Use complex musical terminology to evaluate how the music they perform and hear reflects its purpose, style and genesis. Suggest improvements and a variety of strategies for developing a composition or performance according to the musical conventions of the style.</p>