

**Pre Year 7                      KS 3 MUSIC                      Curriculum Mapping    2019**

		<b>Skill</b>	<b>Logo</b>	<b>Developing</b>	<b>Securing</b>	<b>Advancing</b>	<b>Mastering</b>
<b>SEN &amp; P Levels</b>	<b>Performing</b>		<p><b>1.</b> Pupils take part in simple musical performances. They respond to signs given by a musical conductor [for example, to start or stop playing]. They play an instrument when prompted by a cue card.</p>	<p><b>2.</b> They join in and take turns in songs and play instruments with others. They begin to play, sing and move expressively in response to the music or the meaning of words in a song. They copy simple rhythms and musical patterns or phrases. They can play groups of sounds indicated by a simple picture or symbol-based score.</p>	<p><b>3.</b> They respond to prompts to play faster, slower, louder, softer. They follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</p>	<p><b>4.</b> They understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch [for example, faster, slower, louder, higher, and lower].</p>	
	<b>Composing</b>		<p><b>1.</b> They play loudly, quietly, quickly and slowly in imitation.</p>	<p><b>2.</b> They explore the range of effects that can be made by an instrument or sound maker.</p>	<p><b>3.</b> They make simple compositions [for example, by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software].</p>	<p><b>4.</b> They create their own simple compositions, carefully selecting sounds They create simple graphic scores using pictures or symbols</p>	
	<b>Listening &amp; Appraising</b>		<p><b>1.</b> They pick out a specific musical instrument when asked [for example, a drum or a triangle]. They listen to, and imitate, distinctive sounds played on a particular instrument. They listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table</p>	<p><b>2.</b> Pupils respond to other pupils in music sessions. They begin to categorise percussion instruments by how they can be played, [for example, striking or shaking].</p>	<p><b>3.</b> Pupils listen to music and can describe music in simple terms [for example, describing musical experiences using phrases or statements combining a small number of words, signs, symbols or gestures]. Pupils listen and contribute to sound stories, are involved in simple improvisation and make basic choices about the sound and instruments used.</p>	<p><b>4.</b> They use a growing musical vocabulary of words, signs or symbols to describe what they play and hear [for example, fast, slow, high, low] They make and communicate choices when performing, playing, composing, listening and appraising [for example, prompting members of the group to play alone, in partnerships, in groups or all together].</p>	

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<b>Year 7</b>	<b>Performing</b>		<b>5.</b> Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing. Sing & play music with some sense of ensemble.	<b>6.</b> Sing in tune within a limited pitch range and perform with a good sense of pulse and rhythm. Sing with more confidence and use some appropriate techniques (diction/dynamics). Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. Demonstrate developing keyboard technique.	<b>7.</b> Sing and play confidently and fluently, with greater expression, maintaining an appropriate pulse. As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician. Demonstrate awareness of the roles and contributions of different members of the group.	<b>8.</b> Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. Demonstrate the ability to play an appropriate number of chords on ukulele/guitar/ keyboard. Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.). Perform with some accuracy and fluency.
	<b>Composing</b>		<b>5.</b> Generate short ideas based on given stimuli including rhythmic patterns, melodies and accompaniments. Explore using voice, sounds, technology and instruments in creative ways. Begin to explore the basic functions of Garageband software.	<b>6.</b> Create basic rhythmic patterns, melodies and accompaniments. Use voice, sounds, technology and instruments in creative ways. Demonstrate some understanding of the basic functions of Garageband software. Begin to improvise melodic and rhythmic patterns.	<b>7.</b> Create and notate simple rhythmic patterns, melodies and accompaniments. Use voice, sounds, technology and instruments in creative ways. Demonstrate understanding of the basic functions of Garageband software. Compose using some musical devices.	<b>8.</b> Create and notate more complex rhythmic patterns, melodies and accompaniments. Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. Be able to demonstrate and use more extensive understanding of the functions of Garageband software. Improvise more confidently within given structures.
	<b>Listening &amp; Appraising</b>		<b>5.</b> Demonstrate some understanding and use of basic musical features as appropriate, related to a specific music context (e.g. describe the quality of sounds and how they are made, combined etc.). Offer basic comments about own and others' work and ways to improve. Responding appropriately to a variety of live and recorded music, making statements and observations about the music.	<b>6.</b> Demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context, supported by verbal explanation, pictures, etc. as appropriate. Offer basic comments about own and others' work and ways to improve; accept feedback and suggestions from others. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding to the context.	<b>7.</b> Communicate ideas, thoughts and feelings through language, movement and other art forms, giving justifications of reasons for responses. Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.	<b>8.</b> Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving justifications of reasons for responses. Critique own and others' work, offering specific comments and justifying these; accept feedback and suggestions from others. Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding articulately to the context.
<b>Year 8</b>	<b>Performing</b>		<b>9.</b> Sing and play confidently and fluently, maintaining an appropriate pulse. As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician.	<b>10.</b> Sing and play confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).	<b>11.</b> Sing and play confidently and fluently, maintaining a strong pulse. Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, -i.e. sound and silence).	<b>12.</b> Sing and play confidently and fluently, maintaining a strong and clear pulse, showing the ability to keep others in time. Follow and lead simple performance directions demonstrating musical quality – e.g. clear starts, ends of pieces/phrases, technical accuracy etc.
	<b>Composing</b>		<b>9.</b> Compose music which shows limited development of musical ideas in response to a brief. Use a limited range of musical devices, timbres, textures, techniques etc. when creating and making music. Create music which demonstrates some understanding of structure and discuss the choices made. Begin to explore the expressive potential of Garageband for composition.	<b>10.</b> Compose music which shows some development of musical ideas and responds well to a brief. Use some musical devices, timbres, textures, techniques etc. when creating and making music. Create music which demonstrates understanding of structure and discuss the choices made. Use Garageband and other technology competently during composition.	<b>11.</b> Compose music which shows a coherent development of musical ideas and fulfils a brief. Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. Create music which demonstrates understanding of structure and discuss the choices made. Use Garageband and other technology competently and expressively during composition.	<b>12.</b> Compose and improvise music which shows a coherent and imaginative development of musical ideas and consistency of style and fulfils a brief. Use a wide variety of musical devices, timbres, textures, techniques etc. when creating and making music. Create music which demonstrates deeper understanding of structure and discuss the choices made. Use Garageband and other technology skilfully and demonstrate secure understanding of their expressive potential for composition.
	<b>Listening &amp; Appraising</b>		<b>9.</b> Begin to communicate ideas, thoughts and feelings through use of basic/non-technical language. Show some perception to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.	<b>10.</b> Communicate ideas, thoughts and feelings through use of some technical language. Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.	<b>11.</b> Communicate ideas, thoughts and feelings through use of appropriate technical language. Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. Critique own and others' work, offering specific comments and justifying these; accept feedback and suggestions from others.	<b>12.</b> Communicate ideas, thoughts and feelings through use of wholly appropriate, extensive technical language. Be highly perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. Make critical judgements about your own and others' music using an accurate and extensive musical vocabulary.

**GCSE MUSIC Curriculum Mapping 2019**

Skill	Logo	Developing Year 9	Securing Year 10	Mastering Year 11	Assessment
<p><b>Component 1: Understanding music</b></p> <p align="center">40%</p>		<p><b>13.</b> Make judgements on music heard and begin to justify these, showing some understanding within the genres, styles and traditions studied making basic connections between the structural, expressive and contextual aspects of music. Make critical judgements about your own and others' music using an accurate musical vocabulary. Develop a knowledge of staff notation.</p>	<p><b>14.</b> Broaden analytical skills and show a deeper understanding within the genres, styles and traditions studied making connections between the structural, expressive and contextual aspects of music. Make critical judgements about your own and others' music using an accurate and extensive musical vocabulary. Develop a deeper understanding of staff notations.</p>	<p><b>15.</b> Further broaden analytical skills and show depth of understanding within the genres, styles and traditions studied making connections between the structural, expressive and contextual aspects of music using appropriate musical terminology. Students must be able to listen attentively to unfamiliar music from all <b>four</b> areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation).</p>	<p><b>How it's assessed:</b> Exam paper with listening exercises and written questions using excerpts of music.</p> <p><b>The exam is 1 hour and 30 minutes.</b></p> <p><b>Questions</b> Section A: Listening – unfamiliar music (68 marks) Section B: Study pieces (28 marks).</p>
<p><b>Component 2: Performing music</b></p> <p align="center">30%</p>		<p><b>13.</b> Demonstrate increasing confidence, skill and level of musicality through taking different roles in performance and rehearsal. Follow and lead simple performance directions demonstrating musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.</p>	<p><b>14.</b> Demonstrate confidence, expression, skill and level of musicality in performance and rehearsal. Maintain a strong sense of pulse and recognise when going out of time. Sing and/or play music with a convincing and secure sense of style and good control of the technical demands of the style.</p>	<p><b>15.</b> Demonstrate strong confidence, expression, skill and level of musicality in performance and rehearsal. In performance, show detailed attention to tempo, articulation, phrasing, dynamics and balance and perform with accuracy and fluency. Demonstrate aural and interpretative understanding of the music performed and show awareness of different interpretative possibilities.</p>	<p><b>What's assessed:</b> Music performance</p> <p><b>How it's assessed:</b> As an instrumentalist and/or vocalist and/or via technology:</p> <p>Performance 1: Solo performance (36 marks) Performance 2: Ensemble performance (36 marks). <b>A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.</b></p>
<p><b>Component 3: Composing Music</b></p> <p align="center">30%</p>		<p><b>13.</b> Write melody lines that have a sense of shape. Use a limited range of chords and basic accompaniments which show some understanding of triads. Explore the expressive potential of musical resources and conventions used in selected genres, and traditions. Develop a sense of structure.</p>	<p><b>14.</b> Write melody lines that are balanced and have a sense of shape. Use a range of chords and accompaniments which show understanding of triads. Explore the expressive potential of musical resources and conventions used in selected genres, and traditions. Create interest using different structures within the composition.</p>	<p><b>15.</b> Write melody lines that have style and character. Use a range of chords and accompaniments and show understanding of harmonic devices beyond triads. Explore the expressive potential of musical resources and conventions used in selected genres, and traditions, exploiting their potential to the full. Use more sophisticated structures within the composition.</p>	<p><b>What's assessed:</b> Composition</p> <p><b>How it's assessed:</b> Composition 1: Composition to a brief (36 marks) Composition 2: Free composition (36 marks).</p> <p><b>A minimum of three minutes of music in total is required.</b></p>

# AQA GCSE MUSIC (9-1)

## Grade 8

- perform challenging music with a high degree of fluency and sensitivity
- compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development
- demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language
- evaluate music to make convincing judgements using musical terminology accurately and effectively

## Grade 5

- perform music with some technical challenges broadly fluently with some sensitivity
- compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success
- demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language
- evaluate music to make clear judgements using musical terminology appropriately

## Grade 2

- perform simple pieces with limited fluency and sensitivity
- compose using a range of musical elements, creating musical ideas with some appeal and limited development
- demonstrate, through aural identification, some knowledge of musical elements, contexts and language
- evaluate music to produce simple reflections with inconsistent use of musical terminology