

## RET Music - KS3 Stage Ladder

- Students will be taught to:
- perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians.
  - sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and to use technology appropriately.
  - understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



Stage		Performing	Composing	Listening and Knowledge	Listening and Appraising
Y9++	7	<ul style="list-style-type: none"> <li>Consistently performs with fluency and accuracy with detailed attention to stylistic, technical and expressive demands. The music has a degree of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Compose using a range of musical elements with some sophistication creating effective musical ideas and sustaining interest through their development. Effective manipulation of musical ideas and composing techniques within a unified structure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate through aural identification accurate knowledge of a wide range of musical elements, contexts and language. Write with clarity and coherence (including a range of notation), using key music words to reflect accurate description and interpretation of music heard.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate music to make sound judgement using musical terminology accurately and effectively. Write with clarity and coherence using key music words.</li> </ul>
Y9+	6	<ul style="list-style-type: none"> <li>Reliable technique and with some expression in playing and performing an instrumental or vocal part. Some stylistic interpretation. Music has a few challenging passages.</li> </ul>	<ul style="list-style-type: none"> <li>Composing using a range of musical elements with stylistic coherence creating musical ideas and developing interest successfully</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate through aural identification accurate knowledge of a range of musical elements, contexts and language (including a range of notation). Understanding and accurate application of key words in response to music studied.</li> </ul>	<ul style="list-style-type: none"> <li>Good evaluation and understanding of terminology and mostly accurate application of key words in response to a music heard.</li> </ul>
Avg EOY9	5	<ul style="list-style-type: none"> <li>Perform music with some technical challenges, broadly fluently with some sensitivity. Some expression in playing and performing an instrumental or vocal part.</li> </ul>	<ul style="list-style-type: none"> <li>Composing using a range of musical elements with coherence creating musical ideas and developing interest with some success.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate through aural identification mostly accurate knowledge of a range of musical elements, contexts and language (including a range of notation). Understanding and increasingly accurate application of key words in response to music studied.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate music to make clear judgements using musical terminology appropriately.</li> </ul>
Avg EOY8	4	<ul style="list-style-type: none"> <li>Reliable technique and limited expression in playing and performing an instrumental or vocal part. Stylistic awareness. Music is simple with occasional technical passages.</li> </ul>	<ul style="list-style-type: none"> <li>Compose using a range of musical elements (sometimes with adequate coherence) creating musical ideas and developing interest with some success.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory understanding and increasingly accurate application of key words in response to music heard and studied. Students may have a basic understanding of different forms of notation.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory understanding and some accurate application of key words in response to music heard.</li> </ul>
Avg EOY7	3	<ul style="list-style-type: none"> <li>Perform simple pieces with limited fluency and sensitivity. Some sense of style is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Compose using a range of musical elements creating musical ideas with some appeal and limited development.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate through aural identification some knowledge of musical elements, contexts and language. Students have a simple understanding of basic forms of notation.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate music to produce simple reflections with inconsistent use of musical terminology.</li> </ul>
Avg EOY6	2	<ul style="list-style-type: none"> <li>Some students will not have had experience of performance. Where they have they perform a short and simple piece with limited technique with some sense of the overall structure. Can sing a simple piece in tune.</li> </ul>	<ul style="list-style-type: none"> <li>Some students will not have had experience with composition. Where they have they can compose using a limited range of musical elements creating musical ideas with some appeal and limited development.</li> </ul>	<ul style="list-style-type: none"> <li>Basic understanding and limited application of key words in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>Basic understanding and limited application of key words in response to music heard.</li> </ul>
	1	<ul style="list-style-type: none"> <li>Some students will not have had experience of performance. Where they have they attempts to perform a short and simple piece with limited technique with some sense of the overall structure. May need help from a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Some students will not have had experience with composition. Where they have, they can attempt to compose using a limited range of musical elements creating musical ideas with some appeal and limited development. May need help from a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to demonstrate basic understanding and limited application of key words in response to music studied. May need help from a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to demonstrate basic understanding and limited application of key words in response to music heard. May need help from a teacher.</li> </ul>