

## Progression Grid – Core Components of KS3 Music, Student Speak

<b>MUSIC</b>	<b>Performance (solo / individual part)</b> Areas of focus: <i>Technique (inc. difficulty).</i> <i>Technical control – accuracy.</i> <i>Technical control – fluency.</i>	<b>Ensemble performance</b> Areas of focus, in addition to solo performance: <i>Communication / organisation.</i> <i>Balance.</i> <i>Reaction / adjustment.</i>	<b>Improvisation</b> Areas of focus: <i>Coherence and contrast of stimulus.</i> <i>Accuracy / control.</i>	<b>Composition / arrangement</b> Areas of focus: <i>Development of musical ideas and style.</i> <i>Use and control of musical elements, pitch, rhythm, texture, harmony, structure.</i>	<b>Listening &amp; Appraising</b> Areas of focus: <i>Use of terminology.</i> <i>Recognition of features.</i> <i>Comparison of styles.</i> <i>Making informed judgments.</i>
<b>Beg'</b> Simple Some With help	Play or sing and recognise simple patterns and simple melodic shapes and rhythms. Instrumental technique is developing in a short performance which has some hesitations	Lots of support from the teacher or other group members is needed to achieve any communication within your group	Basic attempt at using notes from given scale	Limited ideas with little development or stylistic features attempted outside of the plan. Structure is unsure or not finished.	Recognition of instruments and identification of simplistic uses of musical elements, no technical terminology used.
	<i>Instrumental technique is developing and the fluency is interrupted by hesitations</i>				
<b>Dev'</b> Prompt Sometimes Give reasons	Technical control of the instrument is attempted with some success. Some interruptions or hesitations due to pitch or rhythm errors.	Some support from teacher necessary but communication between one or two parts of ensemble clear. Can identify some of the roles necessary within the ensemble.	Notes from the scale used but little attempt at stylistic rhythms or patterns	Ideas begin to be developed but some obtrusive misjudgements of musical elements. Stylistic features attempted with some inconsistency. A basic structure with attempt at fluency.	Identification of changes in the music with simple musical vocabulary used
	<i>Technique is attempted and student is able to describe accurate techniques. Interruptions to the performance are regular and intrusive.</i>				
<b>Sec'</b> Consistent Growing independence	Perform accurate pitch and rhythms most of the time with errors having only a small impact on the performance. Performance is reasonably fluent for the majority and there begins to be explanations and examples of dynamics and expression used.	Ensemble communicates but still a few misjudgements in balance or roles meaning some errors still present	Correct notes of stimulus used with some good attempts at rhythms or patterns	Musical ideas are developed within the style but one or two misjudgements of musical elements still. A structure is clear and fluency maintained for the most part.	Use of musical vocabulary to identify and describe the features and changes heard within the music
	<i>Omissions and obtrusive errors (pitch/rhythm) have limited impact on success of performance over all. Maybe an inconsistent tempo and the piece might be too difficult</i>				
<b>Conf'</b> Independent Explores Impact	<b>Leadership roles considered from Confident</b>				
	Technical control of instrument is consistent with no more than one or two noticeable errors which have minimal impact on performance as a whole. Tempo and expression begins to shape the performance.	Communication is good with appropriate organisation. Good awareness of balance of part(s) and reaction where appropriate. Some support given to other members of ensemble.	Mostly accurate use of stimulus with developed ideas and attempt at variety.	Musical ideas are developed and extended within the given style and features are selected appropriately. Musical elements are controlled and misjudgements have limited impact on the piece as a whole. Contrast is attempted within the structure.	Identification of processes and genres. Description of how music reflects its context through the use of musical elements. Confident use of key vocabulary
	<i>The piece will likely be the full length or more complex than required. Expression may be explored verbally rather than live. Occasional hesitation ok.</i>				
<b>Exc'</b> Context Creative Range	Performance is accurate with few errors having no impact on success or fluency of the music. Tempo and expression is used to shape the music into an interesting interpretation.	Communication and organisation is very strong and creative. Excellent awareness of balance of part(s) and reaction/adjustment where necessary. Support given to ensemble at times in process.	Accurate use of stimulus with a good sense of variety and balance in a coherent performance.	Musical ideas are developed and extended effectively with excellent control of musical elements, any misjudgements have no serious impact on the piece. Balance and contrast are managed in the structure with good fluency and a sense of coherence.	Analysis includes identification and comparison of musical genres, styles and the use of musical conventions or characteristics
	<i>Slight hesitation with minimal impact holistically. Piece may contain original additions or own accompaniment patterns if piano based.</i>				
<b>Bey'</b> Exciting Original Risk taking	A highly accurate performance with technical demands of the instrument met. The performance is entirely fluent including a wide range of expression and good intonation. An exciting and original interpretation.	Original organisation and excellent communication throughout. Excellent awareness of balance of parts and reaction/adjustment. Support given throughout whole process to others.	Accurate use of stimulus with an interesting sense of variety and contrast achieved. Well balanced, coherent and effective.	Musical ideas are developed and extended to create a well-balanced piece with contrast and a sense of wholeness. An exciting and original piece of music.	Contextualise and discriminate between musical styles and genres. Able to analyse differing interpretations and intentions to create an informed opinion
	<i>Piece will probably be technically demanding, any mistakes (1-2) are insignificant. Dynamics and musical elements are used to shape the music.</i>				