

## Subject Progression Statement

Subject: Music

Year: 7

Term: Autumn

Unit: Classical/Notation



Assessment Areas	Mastery Steps		
	Foundation	Secure	Mastery
<b>Understanding music</b>	Limited aural response with simple reflections on the music. Inconsistent use of terminology, identification of instruments and use of musical elements. Limited evidence of describing how a composer's music sounds. Limited success at reading notation off a staff. Some uncertainty over melody shape and note lengths.	More detailed response with some accurate reflections. Mostly accurate in terms of terminology, identification of instruments and use of musical elements. Some evidence of explaining the mood music creates. Accurate reading of notation off a staff. Secure knowledge of melodic shape and note lengths.	Detailed response with accurate reflections. Accurate in terms of terminology, identification of instruments and use of musical elements. Evidence of explaining the mood music creates. Confident and fluent reader of standard notation.
<b>Composing music</b>	Little evidence of arrangement-simple rhythm accompaniment but no changes to structure. Intentions not clear. Little or no use of notation. Limited accuracy of melody part using standard notation. Intentions not clear. Short in duration-less than 4 bars. Some discrepancy between performance of classical tune and score.	Evidence of added parts and some change to the structure e.g. added introduction in arrangement. Perhaps a change of style included. Intentions are recorded in their self-assessment and some notation may be used. Accurate melody part using standard notation. Intentions are clear. 4 bars of notation. Performance of classical tune matches the score for the most part.	Creative response and re-working of the original melody. Added Decoration or changes to original rhythm will have been considered. Intentions are clearly recorded in their self-assessment and notation is being attempted. Confident use of standard notation with further detail on the score, indicating dynamics or an accompaniment. Intentions are clear. The classical tune performance matches the score. A creative response to the project.
<b>Performing music</b>	Ode to Joy performance will demonstrate a lack of fluency and accuracy. First 2s line not completed. Ensemble skills limited. Limited role in ensemble.	Ode to Joy performance will be mostly accurate and fluent. First 2 lines completed. Ensemble skills developing with evidence of maintaining an individual part in an ensemble. Good awareness of others in performance. Significant role in the ensemble.	Ode to Joy performance will be confident, accurate, fluent and with a sense of emerging style and expression. Additional challenges in terms of complexity co-ordinating 2 hands to play both parts. Ensemble skills are well developed with excellent awareness of others in performance. Leading role in ensemble music.