

Key Stage 3&4 Music Curriculum Progression



Chelsea Community Hospital School

PERFORMING	COMPOSING	LISTENING & APPRAISING			
Can repeat simple rhythmic and melodic ideas as part of a group.	Can compose simple musical ideas using some of the elements of music.	Can recognise and identify simple contrasts of dynamics and tempo.	Beginning		
Can sustain a musical pulse and can repeat simple musical ideas on their own. Can perform simple musical ideas.	Can improvise and compose simple musical ideas using basic musical elements.	Can recognise and describe basic dynamics.	Developing	Beginning	
Can perform easier pieces with some degree of accuracy though not always fluently. Can maintain a separate part in an ensemble with some lack of accuracy and stability.	Can compose and simple rhythmic and melodic ideas and record them using some form of notation.	Can recognise and describe dynamics and tempo. Can appraise their own and others' work at a basic level.	Approaching	Developing	Beginning
Can perform simple pieces with a reasonable degree of fluency and accuracy. Can maintain a separate part in an ensemble with a fair degree of security	Can compose pieces using rhythmic and melodic ideas and a variety of instrumentation. Can successfully combine different layers of texture. Can use software to sequence simple ideas using traditional notation.	Can recognise and describe dynamics, tempo, and timbre. Can appraise their own and others' work at a basic level.	Secure	Approaching	Developing
Can perform more straightforward pieces with some degree of fluency and accuracy. Can maintain a separate part in an ensemble with only a little ability to adjust to others.	Can compose pieces using rhythmic, melodic, and harmonic devices and a variety of instrumentation. Can manipulate texture to achieve variety. Can use software to sequence more complex ideas	Can recognise and describe dynamics, tempo, timbre, and rhythmic features. Can appraise their own and others' work at a fair level, suggesting improvements.	Extended	Secure	Approaching
Can perform more complex pieces with a	Can compose pieces in distinctive styles	Can recognise and describe dynamics,	Mastered	Extended	Secure

reasonable degree of fluency, accuracy, and expression. Can maintain a separate part in an ensemble with security	using rhythmic, melodic, harmonic, and textural devices more extensively. Can use software confidently to sequence complex ideas	tempo, timbre and both rhythmic and melodic features. Can appraise their own and others' work at a fair level, suggesting improvements			
Can perform demanding pieces with a fair degree of fluency, accuracy, and expression. Can maintain a separate part in an ensemble with security and an ability to adjust to others.	Can compose pieces in distinctive styles using rhythmic, melodic, harmonic, textural and structural devices more extensively. Can use software confidently to sequence complex ideas using traditional notation.	Can recognise and describe dynamics, tempo, timbre, both rhythmic and melodic features and texture. Can appraise their own and others' work using accurate and extensive musical vocabulary.		Mastered	Extended
Can perform challenging pieces with good fluency, accuracy, and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group.	Can compose complex pieces using a variety of compositional devices. Can compose idiomatically for instruments and in distinctive styles. Can use notation to plan and revise ideas. Can refine and improve compositional ideas. May take a leading role, offering guidance to others	Can recognise and describe dynamics, tempo, timbre, both rhythmic and melodic features, texture, and structure. Can appraise their own and others' work using accurate and extensive musical vocabulary.			Mastered