



# Key Stage 3 progress grid

**Subject** Music **Year** 9 **Topic / skill area** Listening and appraising

Trajectory	I am able to.....
T9, T8	<input type="checkbox"/> Review my music composition or performance making qualitative judgements about my own strengths and areas to develop. I can justify my explanations. <input type="checkbox"/> Work independently.
T7	<input type="checkbox"/> Review my music composition or performance making qualitative judgements about my own strengths and areas to develop. I can justify my explanations.
T6	<input type="checkbox"/> Review my performance, composition or appraising skills explaining strengths and areas to develop.
T5, T4	<input type="checkbox"/> Review my performance, composition or appraising skills describing strengths and areas to develop. <input type="checkbox"/> Spot a range of musical characteristics confidently. <input type="checkbox"/> Show that I understand the effect of non-musical influences on performing techniques. <input type="checkbox"/> Use the correct musical language to express the judgements I am making about the music that I hear, perform, or compose. <input type="checkbox"/> Recognise the music of different cultures and historical periods <u>explaining why</u> a selected extract comes from a particular genre by referring to musical features and contextual material.
T3	<input type="checkbox"/> Suggest and implement improvements to a composition or performance, commenting on reasons for the success or failure of changes, and reworking and rehearsing to sustain improvement. <input type="checkbox"/> Describe and compare the main features of a number of different genres and make an informed judgement of the period or culture in which a piece of music was created.
T2, T1	<input type="checkbox"/> Suggest improvements to my own work, saying whether it sounded like I wanted it to. <input type="checkbox"/> Describe pieces of music using appropriate musical vocabulary and commenting on structures, phrasing and effects such as ritenuto, crescendo, staccato etc. <input type="checkbox"/> Suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect, and why (or why not). <input type="checkbox"/> Describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary. <input type="checkbox"/> Identify or suggest purposes for musical extracts, e.g. signature tune for a TV programme, film scores, ceremonial fanfares, dance music.



# Progress