

MUSIC KS3		Curriculum Checkpoints: What do students know and what can they do?			
Summative Comment		Developing	Securing	Mastering	Excelling
AF1	Performing	Can perform simple pieces of music with one hand as a soloist and as part of an ensemble using basic technique.	Can perform simple pieces of music with two hands and using all fingers appropriately on the keyboard. Can make suggestions on how to improve their own and others performance work.	Can perform confidently challenging piece of music that require a good level of technique. Can use dynamics appropriately to communicate performance successfully. Can perform with a good level of accuracy and fluency.	Can perform as a soloist and as part of an ensemble, challenging pieces at Grade 5 or equivalent level or above. Can refine and improve their own and others performance work.
AF2	Composing	Can make simple use of the elements of music in composition work to compose simple ideas within a given structure.	Can compose and develop simple ideas within a given structure and choose instruments effectively for the chosen style or genre.	Can extend and develop musical ideas to compose accurately for a range of instruments composition work with a clear structure and sense of fluency.	Can extend and develop musical ideas to compose imaginatively for a range of instruments and styles. Can compose music with a sense of fluency and wholeness.
AF1	Appraising	Can describe music using basic music vocabulary. Identify how an element of music has been used. Describe how effects have been created in composition work. Can suggest an improvement to their own or peers work.	Can Identify how a range of musical elements have been used in pieces of music. Can use practise techniques effectively to refine and improve their own work.	Can identify similarities and differences in music from different styles, genres and traditions using music vocabulary effectively.	Can compare and contrast music from different styles, genres and traditions using comprehensive music vocaublarly. Can explain the relationship between music and its social culture.
Music KS4		Curriculum Checkpoints: What do students know and what can they do?			
Summative Comment		Developing	Securing	Mastering	Excelling
AF1	Performing	Can perform as a soloist simple pieces of music at Grade 1 level or equivalent with some level of accuracy and fluency.	Can perform as a solist and as part of an ensemble pieces at Grade 2-3 level or equivalent. Can perform with some simple dynamic contrast in the performance. Can perform with a reasonable level of accuracy and fluency.	Can perform as a soloist and as part of an emsemble pieces at Grade 4 level or equivalent. Can perform following the tempo and dynamic markings on the score accurately. Can perform with a good level of fluency and accuracy.	Can perform as a solist and as part of an ensemble a Grade 5 or equivalent standard of piece confidently and fluently. Can perform with only a couple of minor mistakes that don't affect overall success.Can perform using the elements of music appropriately.

AF2	Composing	Can compose simple musical ideas with limited sense of fluency and structure in composition work. Can make simple use of the elements in composition work.	Can compose and develop simple musical ideas into a simple structure with balance and contrast between the sections. Can identify appropriate instrumentation for chosen style or genre.	Can use musical elements securely to develop and extend musical ideas effectively. Can choose and compose accurately for appropriate instrumentation for chosen style or genre.	Can develop and extend musical ideas successfully and compose idiomatically and imaginatively for a range of instruments in a variety of styles. Can compose music with a good sense of fluency and contrast.
AF1	Appraising	Can identify whether pitches go higher or lower in dictation questions. Can use simple music vocabulary to describe set works and unheard listening from the areas of study. Can use the elements of music to identify similarities in pieces of music.	Can identify simple intervals in music and notate on the staff. Can use simple music vocabulary to appraise set works and unheard listening extracts and can identify similarities and differences when comparing musical extracts.	Can notate mostly conjunct melodies and simple rhythms accurately on the score. Can use a good range of music vocabulary to appraise both set work and unheard listening extracts accurately. Can compare and contrast musical extracts successfully.	Can accurately notate melodies with leaps and more difficult rhythms on the score. Can analyse both set work and unheard listening extracts using sophisticated music vocabulary. Can evidence points when comparing musical extracts and can draw conclusions successfully.