

Skills Progression Map KS3

National Curriculum Content	<p>KEY STAGE 3 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • Listen with increasing discrimination to a wide range of music from great composers and musicians • Develop a deepening understanding of the music that they perform and to which they listen, and its history 		
	Mid-point 1	Mid-point 2	End of KS3
Overarching	<p>Know how musical sounds can be manipulated into patterns and structures to reflect simple contexts. Recognise significant features of a range of well-known pieces of music. Perform and create short pieces with understanding of phrase, structure, metre and regular rhythmic and melodic patterns. Apply developing performance skills with understanding of notation appropriate to the piece. Recognise and understand the effect of a range of resources and the use of technology.</p>	<p>Know about musical devices (e.g. scale, chord, ostinato) and be able to identify and compare their use across a range of styles or genres with understanding of their social and historical contexts and how they were used by great composers and performers. Explore their use in creating music using a range of resources including technology. Recognise familiar features of well-known pieces by significant composers and musicians. Perform using correct technique with accuracy, showing understanding of individual roles in ensemble, and using and interpreting notation as appropriate.</p>	<p>Know how musical devices are integrated to form the unique qualities of a range of styles or genres with understanding of the traditions and contexts from which they come. Recognise the stylistic features of a range of music of great composers and musicians, articulating informed preferences. Perform and create music which fluently and idiomatically conveys the meaning of the style or genre in a range of contexts (solo, ensemble, and including making effective use of technology) applying appropriate interpretation and expression.</p>
Performing	<ul style="list-style-type: none"> • Sing and play accurately and fluently building on existing technique • Perform confidently as a soloist • Perform with understanding of phrase • Provide contrast in a performance by using musical elements • Perform in ensembles with awareness of other parts • Interpret music from notations appropriate to the piece • Respond to visual cues in performance • Lead others in performance 	<ul style="list-style-type: none"> • Sing and play accurately and fluently with developing technique and with a strong sense of performance • Perform confidently as a soloist and hold an independent part in an ensemble • Perform following a range of stylistic conventions • Take different roles in ensembles adapting own part to blend with others • Perform by ear and from notations which convey the stylistic intentions • Lead performances using a range of visual cues 	<ul style="list-style-type: none"> • Perform musically in solo and ensemble contexts using a range of performance techniques • Perform with accuracy and expressive shaping appropriate to the idiom in solo and ensemble contexts • Perform accurately and musically in ensembles with understanding of the function of their part and adapting own part to accommodate the needs of others • Perform by ear and from notation interpreting the stylistic detail idiomatically • Rehearse others developing own interpretation of the music
Composing and Improvising	<ul style="list-style-type: none"> • Compose musical patterns within regular phrase structures within different metres • Improvise confidently with a sense of musical shape showing understanding of the intended effect • Create music that accurately reflects moods and meets the demands of the brief • Can adapt ideas within group compositions in a way that supports the contributions of others • Has independent ideas and can realise them in sound • Represent musical ideas through notations 	<ul style="list-style-type: none"> • Extend musical ideas using selected musical devices • Improvise confidently in different styles throughout the range of the instrument • Select and use different scales, chords and textures with understanding of how they are constructed • Use chords in different ways in improvisation and composition • Contribute musically to group compositions showing understanding of how own ideas relate to others • Notate musical ideas accurately • Use technology to support the composition and realisation processes 	<ul style="list-style-type: none"> • Compose stylistic music typical of a given genre selecting and using melodic harmonic and structural devices idiomatically and imaginatively • Improvise confidently and musically with stylistic integrity • Compose chord sequences and harmonising melodies • Develop independence in composing individually • Notate compositions using conventions relevant to the genre • Make effective use of technology to create and realise compositions

Aural Awareness	<ul style="list-style-type: none"> Recognise instrumental resources used individually and in combination in the western classical and a selection of other traditions Memorise and reproduce rhythmic and melodic shapes and pattern through performing and notations Identify and compare features of music heard and played showing understanding of structural devices Recognise a range of musical structures in music heard Recognise the use of music technology in music heard 	<ul style="list-style-type: none"> Recognise the identifying features and functions of players within a range of ensembles drawn from the western classical and other traditions Memorise and accurately reproduce musical patterns through performing and notation Identify and compare the use of musical devices across a range of styles and genres Identify how music technology is used in different ways in performance and compositions 	<ul style="list-style-type: none"> Recognise how musical resources have been used by specific performers and composers across a range of western classical and other styles. Memorise and reproduce ideas musically Recognise a range of musical devices and how they combine to form unique features of a range of styles Compare performance and interpretations of different artists Identify the use of technology in creating and enhancing performances
Reflecting and Evaluating	<ul style="list-style-type: none"> Evaluate own and other's music using musical language Revise own performances and compositions in the context of the given brief Recognise the characteristics of a range of great composers, relating their music to its historical and cultural context Respond to music of others in an appropriate way 	<ul style="list-style-type: none"> Recognise and evaluate the use of musical devices in own and other's music, confidently and consistently using musical vocabulary Refine own performances based on accurate self-evaluation Understand the contribution of a range of great composers and performers to the historical development of music Justify choices and responses to music showing understanding of its value to others 	<ul style="list-style-type: none"> Recognise and understand the stylistic impact of own and others' performances and compositions Use terminology specific to the style, genre and tradition when evaluating and refining own and other's music Understand the place of different types of music within the cultures in which they have developed Articulate informed preferences for musical styles and genres and for the musical qualities of a range of great composers and musicians
Topics/units that could be used to support	(Schools to fill this section)		

Notes for Guidance

The three overarching statements reflect the previous progress model of the levels of attainment, amended to align with the current National Curriculum. They define what pupils might be expected to achieve at the end of years 7 8 and 9 but have been described as mid-points to account for the fact that some schools are delivering the Key Stage in 2 years.

Teachers should construct statements that are suited to their context, using these statements as a guide.

For each topic, or unit, a small range of statements should be selected which match the learning objective of the unit. These will form the basis of assessment during and at the end of the unit. Assessment might then identify three levels: not yet able to: able to: exceeding.