

	Curriculum strand 1 – Performing Music	Curriculum strand 2 – Creating Music	Curriculum strand 3 – Listening and Appraising
<p><b>Excellence</b></p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>A highly developed ability to perform an individual part with an excellent understanding and accuracy of musical elements. Performances feel finalised, assured, confident, show a highly developed sense of musicality and show an excellent awareness of different aspects such as structure, communication, listening and timing.</p>	<p>A highly developed ability to compose a range of creative melodic or rhythmic ideas using a variety of techniques, musical elements and a strong sense of intention. An excellent ability to compose work using music technology. An excellent ability to compose to a set brief with an assured awareness of the intended outcome.</p>	<p>A highly developed ability to analyse, using justification, how musical features/elements express qualities such as character, place, emotion and atmosphere in a piece of music. Shows a mature and inquisitive contextual understanding and the impact of this on music. A strong ability to explain key stylistic features of music from a range of genres.</p>
<p><b>Secure</b></p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>An emerging confidence to perform an individual part with a strong understanding and accuracy of musical elements. Performances feel finalised, assured, confident, show a good sense of musicality and show a strong awareness of different aspects such as structure, communication, listening and timing.</p>	<p>An emerging confidence to compose a range of creative melodic or rhythmic ideas using a variety of techniques, musical elements and a strong sense of intention. A good ability to compose work using music technology. A good ability to compose to a set brief with clear awareness of the intended outcome.</p>	<p>An emerging confidence to analyse, using justification, how musical features/elements express qualities such as character, place, emotion and atmosphere in a piece of music. Shows a mature contextual understanding and the impact of this on music. A competent ability to explain key stylistic features of music from a range of genres.</p>
<p><b>Developing</b></p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>An emerging competence to perform an individual part with a convincing understanding and accuracy of musical elements. Performances feel finalised with confidence and show an assured awareness of different aspects such as structure, communication, listening and timing.</p>	<p>An emerging competence to compose a range of interesting melodic or rhythmic ideas using a variety of techniques musical elements and a clear sense of intention. A secure ability to compose work using music technology. A secure ability to compose to a set brief, with awareness of the intended outcome.</p>	<p>An emerging competence to explain in detail (giving an example) how musical features/elements express qualities such as character, place, emotion and atmosphere in a piece of music. Shows a secure contextual understanding and the impact of this on music. A secure ability to describe key stylistic features of music from a range of genres.</p>
<p><b>Foundation</b></p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>A satisfactory ability to perform an individual part with a secure understanding and accuracy of musical elements. Performances feel finalised and show a clear awareness of different aspects such as structure, communication, listening and timing.</p>	<p>A satisfactory ability to compose a range of interesting melodic or rhythmic ideas using some techniques, musical elements and a sense of intention. A basic ability to compose work using music technology. A basic ability to compose to a set brief.</p>	<p>A satisfactory ability to explain how musical features/elements express qualities such as character, place, emotion and atmosphere in a piece of music. Shows a contextual understanding and the impact of this on music. A basic ability to describe key stylistic features of music from a range of genres.</p>