

Subject: Music

These are the objectives a student on each Pathway needs to achieve by the end of year 7, to ensure they are making expected progress:

	Demonstrate a sound understanding of notation for keyboard and brass instruments.	Demonstrate the ability to play chords (on ukulele) and perform on an instrument.	Demonstrate the ability to use the elements of music to appraise and scrutinise music.	Demonstrate the ability to perform music confidently as an individual and as a group.
Exceptional performance	<ul style="list-style-type: none"> Students demonstrate an excellent understanding of notation (treble and bass clef), can play confidently and fluently and understand the technical aspects of keyboard and brass instruments. Students confidently perform music in front of others and model good musical practice to peers. Students demonstrate an exceptional understanding and appreciation of their instruments. 	<ul style="list-style-type: none"> Students demonstrate that they are confident to play new music, using chord diagrams and lead sheets. Students can fluidly transition between chords, with no hesitation, keeping time and tempo. Students can play using a variety of strumming patterns, made of complex rhythms. Students are enthusiastic to perform to peers and their teacher and demonstrate exceptional musical skill on their instruments. 	<ul style="list-style-type: none"> Students writing is exceptional when describing music, accurately referring to elements and devices. Students contribute to discussions and correctly use key terminology. Students show an exceptional understanding of how to use the musical elements in performance, correctly applying them where appropriate to enhance their performance. 	<ul style="list-style-type: none"> Students practise and learn music independently and lead their peers through difficult passages and parts. Students can read music fluently and use it to put a performance together. Students demonstrate exceptional skill whilst performing to peers and their teacher and take a leading role in group performances.
Pathway 1	<ul style="list-style-type: none"> Students can confidently read notation for keyboard and their brass instrument and perform given music fluently. Students understand the layout of the keyboard and can quickly identify and play a specific note. Students have a good understanding of the harmonic series and have developed good playing technique. Students can play keyboard with both hands, reading from notation. 	<ul style="list-style-type: none"> Students can play more than four chords on the ukulele. Students can strum using a variety of strumming patterns, in time and keeping tempo. Students can make fluid transitions between many chords, with no hesitation. Students can read chord diagrams and quickly use them to play new chords. 	<ul style="list-style-type: none"> Students can confidently use the elements of music in their speech and writing when describing and analysing musical stimuli. Students can use the elements of music with intent, to make their music more interesting. Students have an understanding of some musical devices within each element (eg. strumming patterns). 	<ul style="list-style-type: none"> Students demonstrate that they are proactive with practise in many instruments, including the voice, and lead their peers during group work. Students can use notation and lead sheets to guide their learning with little help. Students are confident and enthusiastic to perform in front of peers and their teacher and show exceptional musical skill in their instruments (or voice).
Pathway 2	<ul style="list-style-type: none"> Students can read notation for the keyboard and cornet (or another brass instrument) and perform from notation. Students understand the layout of keyboard. Students have a good understanding of the harmonic series on their brass instrument. Students can play a piece of keyboard music with both hands. 	<ul style="list-style-type: none"> Students can at least play four chords on the ukulele. Students can strum in time and have begun to explore strumming patterns. Students can make quick transitions between chords without much hesitation and few mistakes. Students can read chord diagrams and play the chord on the ukulele. 	<ul style="list-style-type: none"> Students have an understanding of what key words and elements mean and can use them to describe musical stimuli they are exposed to. Students have an understanding of Melody, Rhythm, Dynamics and Harmony and can use them in their performance work. 	<ul style="list-style-type: none"> Students demonstrate that they are proactive with practise – and this is evidenced by fluent playing, with little hesitation. Students use a form of notation (lead sheets, notation, chord diagrams) to guide their practise and performance. Students show the ability to perform a piece of music that they have worked on.
Pathway 3	<ul style="list-style-type: none"> Students can read treble clef notation for keyboard and cornet (or another brass instrument) and perform from notation. Students understand the layout of the keyboard and can name notes from it. Students have attempted to play keyboard with both hands – a melody and a single note accompaniment. 	<ul style="list-style-type: none"> Students can play four chords on the ukulele (C, F, Am, G). Students can strum in time (keeping tempo) and with the class. Students can make transitions between chords. Students can decipher chord diagrams and play them on the ukulele. 	<ul style="list-style-type: none"> Students have an understanding of what key words and elements mean and can define the words. Students have an understanding of Melody, Rhythm, Dynamics and Harmony. 	<ul style="list-style-type: none"> Students contribute to group performances, making a positive contribution to the overall performance. Students perform when asked to their peers and the teacher. Students show the ability to perform a piece of music that they have worked on.