

Hexham Middle School
Progression of Age-Related Expectations

Music	Year 5	Year 6	Year 7	Year 8
Technical	<p>Performing</p> <p>Make a sound on several instruments. Sing a song, keeping in time with others. Sing in tune with expression. Perform both vocally and on instruments with an awareness and confidence to use some of the musical elements. Play and sing loudly and quietly. Play a simple pattern to a steady beat. Play simple parts with a limited range of notes.</p>	<p>Performing</p> <p>Perform in a group keeping my own part going. Work out simple tunes by ear. Perform with a sense of accuracy using musical elements. Perform from simple notation. Improvise rhythms and melodies as part of a group. Perform confidently and accurately in a range of situations with greater awareness of musical elements.</p>	<p>Performing</p> <p>Play as part of a group. Use some of the elements of music to add variety to my work. Perform with confidence in both group work and individually using musical elements to add variety. Perform extended pieces from memory. To perform a range of melodies and chords from notation.</p>	<p>Performing</p> <p>Make improvements to my work in relation to style. Select and make expressive use of tempo, dynamics, phrasing and timbre. Make adjustments to fit my own part within a group. Perform with confidence in both group work and individually using musical elements with fluency, accuracy and expression.</p>
Constructive	<p>Composing</p> <p>Repeat simple rhythms. Create a musical pattern to a steady beat. Join together different layers of sound meaningfully. Compose using musical elements as a framework and be able to explain choices. Choose sounds to represent basic ideas. Create a musical pattern using sounds. Use and interpret staff notation.</p>	<p>Composing</p> <p>Explore a group of sounds and compose a melody from them. Compose using specific musical structures. Compose and confidently explain the process used as well as links to musical elements. Improvise simple ostinato patterns and play whilst others play their own. Compose using musical elements to add variety to work.</p>	<p>Composing</p> <p>Improvise rhythms and melodies. Compose using melody, rhythm and chords. Compose for different occasions using a variety of structures. Compose confidently using structure and form as well as a range of musical devices to produce a completed piece.</p>	<p>Composing</p> <p>Use relevant notations to create music. To compose for different occasions using a variety of musical devices. Improvise and compose in different styles developing musical ideas. Compose confidently drawing on knowledge from a range of styles and traditions.</p>
Expressive	<p>Listening and Appraising</p> <p>Explain how music makes you feel. Make improvements to work. Confidently talk about music and identify some musical elements in listening examples. Recognise some musical sounds and symbols. Identify a range of musical features in listening examples.</p>	<p>Listening and Appraising</p> <p>Listen to music and answer questions about it. Be able to describe, compare and evaluate music using the correct vocabulary. Confidently talk about music from a range of contexts using the musical elements accurately. Suggest improvements to my own and other peoples' work. Describe how different effects in music are achieved.</p>	<p>Listening and Appraising</p> <p>Use musical language to identify different features. Recognise and be able to describe how music reflects different occasions, times and places. Describe, compare and evaluate music using KS3 vocabulary. Use KS3 musical terminology to identify features and devices used across a wide range of musical styles.</p>	<p>Listening and Appraising</p> <p>Use KS3 vocabulary to analyse different features. Analyse, compare and evaluate music from different periods. Identify the characteristics of some musical genres and styles. Listen with increasing discrimination to a wide range of music from a variety of composers and to develop a deepening understanding of music and its history.</p>