

	Curriculum strand 1 – Performing Music	Curriculum strand 2 – Creating Music	Curriculum strand 3 – Listening and Appraising
<p>Mastering</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 confident and assured ability 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 an excellent awareness of different aspects such as structure, communication, listening and timing.</p>	<p>A confident and assured ability to compose a range of creative melodic or rhythmic patterns using a variety of techniques, musical elements and a strong sense of intention. Can improvise effectively demonstrating awareness of mood and intended affect.</p>	<p>A confident and assured 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 contextual understanding and the impact of this on music. A competent ability to explain key stylistic features of the music.</p>
<p>Advancing</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>A competent and consistent ability 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>A competent and consistent ability to compose a range of interesting melodic or rhythmic patterns using a variety of techniques musical elements and a clear sense of intention. Can improvise a short melodic pattern demonstrating awareness of mood and intended affect.</p>	<p>A competent and consistent ability 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 the music.</p>
<p>Securing</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>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 patterns using some techniques, musical elements and a sense of intention. Can improvise a short melodic pattern.</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 the music.</p>
<p>Foundation</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>An improving ability to perform an individual part with an understanding and some accurate use of musical elements. Performances are becoming more complete and show an awareness of different aspects such as structure, communication, listening and timing.</p>	<p>An improving ability to compose different melodic or rhythmic patterns using some techniques, musical elements and some sense of intention. Can attempt to improvise a short melodic pattern.</p>	<p>An improving ability to describe how musical features/elements express qualities such as character, place, emotion and atmosphere in a piece of music. Shows a basic contextual understanding and the impact of this on music. A basic ability to pick out key stylistic features of the music.</p>