



KS3 Music

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

| | Key Performance Indicators | Year 7 Age Related Expectations | Year 8 Age Related Expectations |
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| Playing music (includes singing) | Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. | <p>A year 7 student should be able to sing with a good tone across the dynamic range with clear open vocals with a range appropriate to pupil's voice.</p> <p>A year 7 student should be able to play an instrument with a range of an octave or 4 chords with rhythmic playing and changes in tempo.</p> | <p>A year 8 student should be able to do the above <u>and</u> change articulation including staccato and accent, as well as breathe without interrupting the musical line.</p> <p>A year 8 student should be able to do the above <u>and</u> a wider range of chords both in major and minor keys and a range of notes above an octave.</p> |
| Making music (including improvisation) | Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. | <p>A year 7 student should be able to create and notate a melody/song and harmonise using basic chords I IV V.</p> <p>A year 7 students should be able to improvise and refine a melodic phrase (intros, bridges, outros).</p> | <p>A year 8 student should be able to do the above <u>and</u> create a two part melody/song and harmonise using a minor chord.</p> <p>A year 8 student should be able to do the above <u>and</u> use dynamic and tempo variations as well as texture choices.</p> |
| Understanding Music (theory, culture, history, evaluation) | <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>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.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> | <p>A year 7 student should be able to understand bars and bar lines, basic notation and variations of tempo.</p> <p>A year 7 should be able to understand music from different eras and from a fusion of styles demonstrating cross cultural influences and how music changes over time.</p> <p>A year 7 student should be able to learn a piece of music or create a composition with increased independence and to take the lead and to respond the leadership of others.</p> | <p>A year 8 student should be able to do the above <u>and</u> understand extended musical structures.</p> <p>A year 8 should be able to do the above <u>and</u> justify musical decisions and judgements.</p> <p>A year 8 should be able to do the above <u>and</u> carry out own musical investigation, working with other to plan, present and perform aiming to use music for personal expression.</p> |