

# Music Progression Grid

	Solo Performing	Ensemble Performing	Listening and Appraising	Composition
Beginning	Perform or sing with simple rhythms, a narrow range of notes with awareness of elements of music.	Perform or sing simple rhythms and melodies in time with others demonstrating basic awareness of some elements of music.	Discriminate between basic elements of music and instruments to identify simple contrast.	Demonstrate contrast in composition using basic elements of music.  Select appropriate sounds, combining basic elements of music in a longer sequence to represent a stimulus for effect.
Developing	Sing and perform pieces with some more difficult rhythms and melody shapes by ear.  Improvise with an awareness of pulse and rhythm.	Perform or sing a separate part in a group with some more difficult rhythms, melodies and motifs. Timing should be largely accurate.  Improvise patterns in a group performance with a good awareness of pulse and rhythm.	Recognise and describe the purpose of pieces of music using appropriate musical vocabulary describing the elements of music and instruments used.	Use musical devices in combination to create mood, contrast and atmosphere with or without stimulus with clear basic structure. Use basic music technology techniques in software to compose.
Secure	Sing, improvise or perform a solo accurately incorporating musical devices. Recognise and read from basic notation types.	Perform a musical device as a separate part in a group accurately from memory. Sing in simple part harmony.	Describe and explain the purpose of the music and how the music reflects time and place, analysing and comparing the use of musical features with other genres, using appropriate musical vocabulary.	Use rhythmic, harmonic, textural and melodic devices intentionally and for specific effect linked to the composition brief (traditional and music technology). Use another form of notation e.g. chord/staff notation within the composition in more complex structures.
Confident	Perform or sing more challenging melodies, harmonies and rhythms with expression, dynamics, phrasing and articulation, reading from a variety notation accurately and confidently. Show an awareness of audience.	Perform or sing more challenging melodies and rhythms, reading from notation accurately using expression, dynamics phrasing and articulation. Sing in two or three-part harmony. Show an awareness of audience.	Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. Be able to accurately distinguish between instruments in the same family.	Incorporate recognisable and more complex musical devices which are well developed throughout an extended composition. Use more complex and extended harmonic devices. Use a variety of accurate notation to record compositions. Use advanced editing techniques in music technology to enhance compositions.
Exceptional	Perform or sing individual complex parts for extended periods of time accurately, reading from different forms of notation/performing by memory, with a clear understanding of contrasting techniques required between styles.	Perform or sing complex parts in group performances for extended periods of time, ensuring all parts are accurate and cohesive with the other parts in the group. An ability to adjust performance to react to others in the group. Show stylistic awareness as a group in performance.	Be able to accurately and consistently describe and distinguish between instruments that are very closely linked in terms of timbre. Evaluate and make critical judgements and other characteristics and how different contexts are reflected in the music.	Write a riff in extended compositions in different forms of notation for different audiences (tab, graphic score, treble/bass clef), with developed harmonic devices in different modes, scales and tonalities. Use of complex developed rhythmic patterns.
Beyond	Wholly stylistic extended performances, perhaps playing and singing at the same time with detailed attention to all performance elements.	Wholly stylistic extended performances, with personal flair, complex techniques and outstanding ensemble awareness.	Be fully versed in the characteristics and features of a range of musical styles and genres, understanding how and why the composer has utilised complex musical devices and how these have developed through history.	Compose unique and individual stylistic compositions in a range of different styles and genres, utilising compositional devices which are idiomatic and effective. Ability to compose in a range of keys, tonalities and modes and with the ability to write for combinations of instruments appropriately.