

**Music – Key Stage 3 Success Criteria**  
**Year 7**

**Rhythms and rhythm Notation**

<b>Level</b>	<b>Description</b>
	No rewardable material
<b>Developing</b>	Can identify crotchets, minims and semibreves
	Can label the length of crotchets, minims and semibreves
	Can add up the values of a series of notes
<b>Secure</b>	Can add missing notes to complete a specific number of beats
	Can add missing bar lines to a rhythm
<b>Extending</b>	Can describe, in words, rhythm, duration and pulse
	Can explain the function of a time signature, with reference to both numbers

**Piano skills introduction**

<b>Level</b>	<b>Description</b>
	No rewardable material
<b>Developing</b>	Can identify note names on a piano keyboard starting on C
	Can play a simple melody on the piano from note names
	Can label notes on a treble clef stave
<b>Secure</b>	Can play a simple unison melody on the piano with accuracy of pitch, using mostly correct fingering
	Can label notes on a piano, starting on different notes
	Can play simple rhythms with only a few errors, that do not affect the fluency of the performance
<b>Extending</b>	Can label the timing and note names for treble and bass clef
	Can play a piano piece with attention paid to melodic phrases
	Can play unison melodies accurately and fluently with the correct fingering throughout

## Singing and notation

Level	Description
	No rewardable material
<b>Developing</b>	Can identify one feature of an effective warm up
	Can identify one aspect of correct singing posture
	Can sing with projection, in time with the rest of the group
<b>Secure</b>	Can identify three features of an effective warm up
	Can identify three aspects of correct singing posture
	Can sing with clear diction, with only one or two notes out of tune
<b>Extending</b>	Can identify all features of an effective warm up
	Can identify all aspects of effecting singing posture
	Can play sing accurately, fluently and with expression

## An introduction to ukulele playing

Level	Description
	No rewardable material
<b>Developing</b>	Can play one chord on a ukulele
	Can strum in time with a beat
	Can label a chord box based on a photograph of a ukulele chord
<b>Secure</b>	Can play all three chords on a ukulele
	Can perform strumming patterns that use crotchets and quavers
	Can label all three chord boxes based on photographs of ukulele chords
<b>Extending</b>	Can move fluently between all three ukulele chords
	Can fluently perform rhythm patterns while changing chords
	Can create chord boxes from photographs of unfamiliar chords

## The twelve bar blues

Level	Description
	No rewardable material
<b>Developing</b>	Can identify a song that uses a 12-bar blues chord sequence
	Can play through a 12-bar blues chord sequence, playing each chord once
	Can write lyrics that use a three-line blues structure
<b>Secure</b>	Can describe the roles of instruments used in 12-bar blues songs
	Can play fluently through the 12-bar blues pattern, with a simple strumming pattern
	Can fit a three-line blues lyric with the 12-bar blues accompaniment
<b>Extending</b>	Can identify changes in texture and dynamics in different verses of 12-bar blues songs
	Can perform a 12-bar blues composition fluently, with more than one verse
	Can create melodies that have a clear direction, and stylistic features common in the blues

## Composing for beginner pianists

Level	Description
	No rewardable material
<b>Developing</b>	Can play a simple, unison piano composition
	Can accurately notate the pitches used in a composition
	Can create a composition that uses 5 adjacent notes on the piano
<b>Secure</b>	Can perform a simple, unison piano composition with accuracy of pitch and rhythm
	Can notate the rhythms and pitches of a beginner piano piece accurately
	Can create a composition that has clear phrasing
<b>Extending</b>	Can play more than one beginner piano piece with accuracy of pitch and rhythm, paying attention to the phrasing
	Can create accurate notation for more than one beginner piano piece, with clearly labelled finger numbers.
	Can create melodies that have a clear direction and balanced phrasing

## Stand by me – group performance

Level	Description
	No rewardable material
<b>Developing</b>	Can maintain their own part through one repeat of the chord sequence
	Can play the part with accuracy of pitch
	Can perform mostly in time with the rest of the group, with some errors that don't significantly disturb the fluency of the performance.
<b>Secure</b>	Can maintain a simple part through the entirety of a performance
	Can play with accurate pitch and attention to phrasing
	Can perform in time, with some errors that have no impact on the fluency of the group performance
<b>Extending</b>	Can play a more difficult part, or two parts through the entire performance.
	Can play with accurate pitch, and with clear phrasing throughout the performance.
	Can play in time for the whole performance, with only one or two mistakes.

## Year 8

### Fur Elise

Level	Description
	No rewardable material
<b>Developing</b>	Can label treble and bass clef notes on a score
	Can play the right and left hand for the first phrase of 'Fur Elise' with the correct fingering
	Can play the two parts of 'Fur Elise' with gaps for the rests
<b>Secure</b>	Can accurately label where the beat would fall underneath the piano notes of the score
	Can play the first phrase from 'Fur Elise', with both hands at the same time, with accuracy of coordination
	Can play the rhythms of the first phrase accurately, with only one or two mistakes that don't disrupt the flow of the performance
<b>Extending</b>	Can effectively mark a score independently to prepare a performance
	Can either: play the first phrase of Fur Elise, hands together, up to speed, with clear phrasing, or: play more than one phrase of Fur Elise, hands together, with clear phrasing
	Can play both parts with accurate rhythms

### Singing in two parts

Level	Description
	No rewardable material
<b>Developing</b>	Can perform the main melody in unison, with some accuracy of pitch
	Can sing with the correct posture and projection
	Can sing with an awareness of balance with the rest of the group
<b>Secure</b>	Can perform the main melody and hold the part while the harmony is added
	Can use the correct posture to support longer and louder notes, maintain a consistent sonority
	Can sing in time with the rest of the group, and with clear phrasing
<b>Extending</b>	Can sing either the melody or harmony, with accuracy of pitch throughout
	Can use projection and mouth positioning to create appropriate variety in the phrasing and dynamics of the performance
	Can sing with clear phrasing and diction, and responding and adapting to the performance of the whole group

### Four-chord ukulele songs

Level	Description
	No rewardable material
<b>Developing</b>	Can play the four ukulele chords in order
	Can strum in time with a beat
	Can label all chord boxes based on pictures of the chord
<b>Secure</b>	Can move between the four chords, with only some hesitation
	Can perform rhythms fluently on each chord
	Can create chord boxes based on pictures of unfamiliar chords
<b>Extending</b>	Can perform the four-chord sequence repeatedly, maintain fluency
	Can move between different rhythms without interrupting the fluency of a performance
	Can use their own performance skills to support other members of the group in their performance

### Rock 'n' Roll songwriting

Level	Description
	No rewardable material
<b>Developing</b>	Can identify a rock 'n' roll song through it's structure, tempo or instrumentation
	Can play through at least one of the rock 'n' roll chord sequences
	Can write lyrics create a melody that stays in time with the accompaniment
<b>Secure</b>	Can identify changes in texture in different rock 'n' roll songs
	Can perform at least one repeating accompaniment pattern, with no mistakes that affect the fluency of the performance
	Can create melodies that set the words effectively and match the phrasing with the chord sequence
<b>Extending</b>	Can describe the features of rock 'n' roll songs and make links between the sound and the purpose of the music
	Can change the accompaniment pattern between different sections of the composition
	Can create melodies that have a clear and effective structure over a whole section of the rock 'n' roll composition

## Composing nursery rhymes

Level	Description
	No rewardable material
<b>Developing</b>	Can create a simple, syllabic melody line for a given text, using the notes from C major
	Can perform the melody on a piano, or sung, with accuracy of pitch
	Can write a simple bass line, using the root notes of chords I, IV and V
<b>Secure</b>	Can create a simple melody line that has a clear tonal centre
	Can perform the melody with attention paid to dynamics and phrasing
	Can use passing notes to link the root notes in the bass line
<b>Extending</b>	Can create a melody line that has a clear shape / direction
	Can perform the whole melody accurately and fluently, with the bass line in time
	Can create a bass line that effectively moves between the root notes of chords I, IV and V, but which also creates effective movement between the melody and bass

## Time Lapse – group performance

Level	Description
	No rewardable material
<b>Developing</b>	Can play the ground bass accurately and fluently
	Can maintain the tempo and fluency of the ground bass part while other parts are added to the group performance
	Can describe the tempo and dynamics of other ground bass pieces
<b>Secure</b>	Can play one of the ostinato melodies with accuracy of pitch and rhythm
	Can maintain the tempo and fluency with other parts, and can adjust to the other members of the group, where necessary
	Can identify changes in tempo and dynamics, and can describe features of the texture in other ground bass pieces.
<b>Extending</b>	Can play part 3 or 4 in time accurately, fluently and in time with the rest of the group
	Can use dynamics and tempo to create an expressive performance
	Can identify and describe changes in dynamics, tempo and texture in a ground bass piece.

## Year 9

### Alla Turca

Level	Description
	No rewardable material
<b>Developing</b>	Can accurately label where the beat would fall underneath the piano notes of the score
	Can play the first phrase from 'Alla Turca', with both hands at the same time, with accuracy of coordination
	Can play the rhythms of the first phrase accurately, with only one or two mistakes that don't disrupt the flow of the performance
<b>Secure</b>	Can effectively mark a score to prepare a performance
	Can either: play the first phrase of Alla Turca, hands together, up to speed, with clear phrasing and mostly accurate fingering, or: play more than one phrase of Alla Turca, hands together, with clear phrasing and mostly accurate fingering
	Can play both parts with accurate rhythms
<b>Extending</b>	Can add performance marks to guide the expressive use of tempo, dynamics and articulation.
	Can play both parts fluently with accurate rhythms and pitch
	Can play both parts expressively, with entirely accurate fingering

### Performing two-part songs with accompaniment

Level	Description
	No rewardable material
<b>Developing</b>	Can perform the main melody / accompaniment chords / bass line with accuracy of pitch and fluency
	Can use dynamics and tempo to ensure that the performance is well balanced and fluent
	Can perform with an awareness of balance with the rest of the group
<b>Secure</b>	Can perform and maintain one part within a three-part texture.
	Can use changes in dynamics, tempo, accompaniment patterns to create an effective interpretation of the song.
	Can respond to the other performers and alter dynamics, tempo etc. to maintain an effective balance throughout the performance.
<b>Extending</b>	Can sing either the melody or harmony, with accuracy of pitch throughout, and can guide and support other group members with each part of the song
	Can use a variety of musical elements to create a well-structured and expressive performance of a pop song.
	Can make decisions about the use of different musical elements and take a lead in guiding the group performance.

## Popular song textures

Level	Description
	No rewardable material
<b>Developing</b>	Can perform one layer (melody, chords or bass) for one section of a pop song, with accuracy of pitch / rhythm.
	Can perform fluently with the rest of the group.
	Can adjust the dynamics of a performance to show an awareness of balance.
<b>Secure</b>	Can perform one layer through at least two sections of a pop song, with accuracy of pitch / rhythm.
	Can perform fluently with the rest of the group, and respond to any changes of tempo or dynamics.
	Can use dynamics and tempo changes to create a more expressive performance.
<b>Extending</b>	Can perform the whole of a pop song fluently and accurately (even where there are sections where parts drop out / come back in)
	Can vary the accompaniment patterns / melody in repeated sections to add more variety to the performance.
	Can use a range of musical elements to create a memorable performance of a pop song.

## Piano ballad

Level	Description
	No rewardable material
<b>Developing</b>	Can identify a piano ballad through its tempo, instrumentation and lyrics
	Can create / play a simple chord sequence to be used as an accompaniment
	Can set lyrics to a syllabic melody to create the full ballad texture
<b>Secure</b>	Can identify changes in accompaniment patterns in different piano ballads.
	Can create / play contrasting accompaniment patterns for different sections of a pop ballad
	Can create melodies that have a clear structure, and clear phrases in each section of the song.
<b>Extending</b>	Can describe the features of pop ballad, and comment on the effectiveness of the melody parts in different examples.
	Can vary the texture of the accompaniment through the use of different accompaniment patterns, and link and introduction sections for piano alone.
	Can create melodies that have a clear and effective structure over a whole pop ballad

## Film Music composition

Level	Description
	No rewardable material
<b>Developing</b>	Uses major and minor chords to create simple musical associations with mood and atmosphere
	Uses changes in dynamics to change the mood or change the intensity
	Uses at least two layers using the same chord as the basis for their part
<b>Secure</b>	Uses major and minor chords to create changes in mood through the piece
	Uses changes in dynamics, tempo, rhythm and texture to alter the mood or intensity
	Adds simple melodies or ostinato figures to support the appropriate mood
<b>Extending</b>	Uses the harmony to create changing moods, and is able to use either a diminished or an augmented chord to good effect
	Uses a variety of elements effectively to create a piece of music with changes of mood and intensity
	Uses a variety of melodies and accompaniment patterns to create a convincing and effective piece of film music

## I Predict a Riot – group performance

Level	Description
	No rewardable material
<b>Developing</b>	Can play one section of the song accurately and fluently
	Can maintain the tempo throughout the performance
	The part is played with little or no regard to technique, resulting in an expressionless performance
<b>Secure</b>	Can learn more than one section and move fluently between sections.
	Can maintain the tempo throughout the performance, and can make changes in response to the rest of the group performance.
	The performance demonstrates some knowledge of technique, which supports the effective shaping of phrases
<b>Extending</b>	Can play the whole song for a given part
	Can use articulation, dynamics and tempo to create an expressive performance
	The performance demonstrates good technique that contributes to an effective interpretation of the song