



	<b>Developing</b>	<b>Secure</b>	<b>Excellent</b>
<b>Performing</b>	Performs with some accuracy, an awareness of ensemble and communication, and some understanding of notation.	Performs mainly accurately and with a greater sense of conviction. There is an awareness of ensemble requirements and of communication, and a competent understanding of notation.	Performs accurately and with conviction. There is a mature awareness of ensemble and communication, and a convincing understanding of notation.
<b>Composing</b>	Compositions in various styles show an understanding of the basics of structure, texture and melody/harmony.	Compositions in various styles show an understanding of structure, texture, melody/harmony and have an emerging sense of style.	Compositions show a confident and mature understanding of structure, texture and melody/harmony, and have a sense of originality and creative flair.
<b>Musical Understanding</b>	There is understanding of the musical style and traditions relevant to the topic being studied. There is generally reliable aural recognition of relevant devices and expressive features using mostly correct musical vocabulary. There is a basic understanding of music theory and notation.	There is a good understanding of the musical style and traditions relevant to the topic being studied. There is reliable aural recognition of relevant devices and expressive features using mostly correct musical vocabulary. There is a good understanding of music theory and notation.	There is a detailed understanding of the musical style and traditions relevant to the topic being studied. There is a more advanced aural recognition of relevant devices and expressive features using correct musical vocabulary. There is an advanced understanding of music theory and notation.

**Students making expected progress at the end of Year 9 are:**

PERFORMING	COMPOSING	LISTENING	EXPLORING
<ul style="list-style-type: none"> <li>A wide variety of notated rhythms and polyrhythms in simple and compound time.</li> <li>Chord progressions using I, IV, V, vi (as a minimum) and added note chords.</li> <li>Musical 'ideas' in original and varied forms.</li> <li>Maintaining individual lines (both sung and played).</li> </ul>	<ul style="list-style-type: none"> <li>Song arrangements – altering musical elements to personalise existing material.</li> <li>Songs using given harmonic structures as a basis for further composition.</li> <li>Extended melodies.</li> <li>Improvising around a given structure (e.g. songs)</li> </ul>	<ul style="list-style-type: none"> <li>To a range of music from popular, Western Classical and world traditions, identifying / comparing features analytically.</li> <li>Beginning to approach GCSE-style listening questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ways in which chords underpin music.</li> <li>How melodies may be developed and transformed.</li> <li>How harmony parts add colour to the music.</li> <li>The 'visual' aspect of performance.</li> <li>More complex features of music technology software.</li> </ul>