|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit / topic | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| 1. Steel Band
 | Willingness to participate in corporate music making activity. | Is able to hold own part in ensemble performance. | Performs fluently.Can suggest appropriate refinements to practical music.Is able to re-join performance after rests (or minor lapses). | Resilient to setbacks in musical processes.Performs an appropriately challenging part showing awareness of musicality. | Engages in purposeful rehearsal techniques.Awareness of how own contribution part fits with those of other people. |
| 1. Sequencing Skills
 | Shows evidence of developing fluency. | Can follow performance directions. | Can suggest appropriate refinements to practical music. | Creates a convincing performance.Resilient to setbacks in musical processes. | Sequences an appropriately challenging part showing awareness of musicality.Able to justify choices and responses to music. |
| 1. Solo Performance
 | Is able to hold own part in solo performance. | Can follow performance directions in the moment. | Performs fluently.Can suggest appropriate refinements to practical music. | Creates a convincing performance.Deals with performance anxiety in an appropriate fashion. | Communicates effectively with an audience.Engages in purposeful rehearsal techniques.Shows evidence of emerging personal musical identity. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit / topic | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| 4. Composition Skills | Composes using a limited range of musical ideas which involve given materials. | Can compose using a broader range of musical ideas not restricted to given materials. | Demonstrates an understanding of the principles of composing as appropriate to starting point. | Has ideas and is able to realise them in sound. | Uses contrast in musical elements to compose an expressive and musical piece.  |
| 1. 5. Composing to a brief
 | Refines own music after suitable reflection.Compose a piece of music with a clear sense of structure. | Able to justify choices and responses to music.Compose a piece of music with a clear sense of structure and purpose. | Composes a piece of music which has a clear sense of style, structure and purpose.Discusses and critiques own music appropriately.Demonstrates creative responses to musical starting points.Doesn’t give up on musical ideas too soon. | Offers a creative response to a given brief.Composes an effective piece of music which responds to the brief using appropriate imaginative ideas.Discusses and critiques the music of others appropriately.Is prepared to take creative risks in music making. | Composes an effective piece of music which uses appropriate harmonic and rhythmic devices.Shows evidence of emerging musical identity.Shows awareness that affective responses differ between individuals.  |
| 1. Band Instrumental Skills
 | Willingness to participate in corporate music making activity. | Is able to hold own part in ensemble performance. | Performs fluently.Is able to re-join performance after rests.Can suggest appropriate refinements to practical music. | Creates a convincing performance.Performs an appropriately challenging part showing awareness of musicality.Sings in tune with musical expression.Resilient to setbacks in musical processes. | Awareness of how own part fits with those of other people.Engages in purposeful rehearsal techniques. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit / topic | Developing the skills and knowledge needed | Consolidating the skills and knowledge needed | Securing the skills and knowledge needed |  | Extending the skills and knowledge needed |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |