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| 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 | 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. | Performs with confidence, fluency and expressive control throughout. |
| 1. Sequencing Skills | 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. | Uses sequencer like an instrument producing a final performance that is accurate and expressive across all parts. |
| 1. 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. | Performs with confidence, fluency and expressive control throughout. May perform a piece at a high standard. |

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| 4. Composition Skills | 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. | Composes music that demonstrates advanced understanding of and creativity with the compositional technique being studied. |
| 1. 5. Composing to a brief | 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. | Composes a piece that fulfils the requirements of the brief with musicality and a degree of flair. |
| 1. Create a cover | 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. | Leads their group to create a unique, different and musically interesting cover. |

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| 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 |
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