



# St John's CE Middle School

## Key Performance Indicators

*Pupils who are working at age related expectations at the end of the year will have a secure knowledge of these Key Performance Indicators.*

### KS3 Year 8 Music

<b>Singing</b>
8S1: Sings in tune with musical expression
8S2: Sings a given part in tune with musical expression
8S3: Sings fluently, with accuracy and stylistic integrity
8S4: Is able to hold a melody line with confidence
8S5: Is able to hold a harmony line in a small group
8S6: Uses own voice creatively as an instrument appropriate to the musical context
<b>Playing</b>
8P1: Is able to hold own part in solo performance
8P2: Is able to hold own part in ensemble performance
8P3: Can follow performance directions in the moment, adjusting own part to fit with others
8P4: Performs fluently
8P5: Read chord boxes and play on ukulele/guitar
8P6: Form major/minor chords on keyboard
8P7: Plays bass and chords together, or sings and plays at the same time
8P8: Performs an appropriately challenging part showing awareness of musicality
<b>Improvising</b>
8I1: Improvises basic musical responses
8I2: Improvises simple responses which mostly echo source materials
8I3: Improvises appropriately and musically with stylistic integrity
8I4: Improvises effectively demonstrating awareness of mood and intended effect.
<b>Composing</b>
8C1: Composes a functional piece of music which meets demands of the brief
8C2: Composes an effective piece of music which responds to the brief using appropriate imaginative ideas
8C3: Composes an effective piece which uses appropriate harmonic and rhythmic devices
8C4: Composes a piece of music which has a clear sense of style, structure, and purpose
8C5: Composes using a limited range of musical ideas which involve given materials
8C6: Demonstrates an understanding of the principles of composing as appropriate to starting point
8C7: Has ideas, and is able to realise them in sound
8C8: Offers a creative response to a given or chosen brief
<b>Listening, Critique, Wider Skills &amp; SMSC</b>
8L1: Discusses and critiques own and others' work appropriately and musically using technical language
8L2: Communicates effectively with an audience
8L3: Make good, accurate use of different notational forms, as appropriate to the musical style, in performance and composition
8L4: Engages in purposeful rehearsal techniques
8L5: Demonstrates creative responses to different musical starting points from a range of times, places, cultures and traditions
8L6: Makes spontaneous adaptations to own contribution
8L7: Shows evidence of emerging personal musical identity
8L8: Resilient to setbacks
8L9: Is able to re-join performance after rests (or minor lapses)



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### KS3 Year 7 Music

<b>Singing</b>
7S1: Sings a melodic line more or less in tune, following contours of melody
7S2: Sings a melodic line in tune with some musical expression
7S3: Sings with fluency
7S4: Is able to hold a melody line
7S5: Is able to hold a harmony line in a big group
7S6: Uses own voice as an instrument appropriate to the musical context
<b>Playing</b>
7P1: Clap on/off beats, co-ordinate body percussion patterns
7P2: Play basic parts in an ensemble accurately and in time
7P3: Follows performance directions in the moment
7P4: Performs with evidence of increasing fluency
7P4: Read tab, play simple melodies accurately on ukulele
7P6: Form the triads of C, F and G Major on keyboard
7P7: Play simple chords at correct time, changing with some fluency
7P8: Plays a simple part showing awareness of musicality
<b>Improvising</b>
7I1: Improvises basic musical responses using a limited range of given notes
7I2: Improvises using a limited range of given options
7I3: Improvises simple phrases which fit with the source material/ stimulus
7I1: Improvises basic musical responses using a limited range of given notes
<b>Composing</b>
7C1: Create simple rhythmic patterns, melodies and accompaniments using a limited range of notes.
7C2: Compose short phrases using given material.
7C3: Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses
7C4: Create music using simple given structures, including those with a varied reprise section.
<b>Listening, Critique, Wider Skills &amp; SMSC</b>
7L1: Responds positively to feedback. Discusses and critiques own music and that of others appropriately
7L2: Demonstrates appropriate performer/ audience etiquette
7L3: As appropriate use western staff notation, TAB and other notational forms to read, realise and record musical ideas
7L4: Engages in purposeful practice
7L5: Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
7L6: Deals with performance anxiety in an appropriate fashion
7L7: Shows awareness that affective responses differ between individuals
7L8: Doesn't give up on musical ideas too soon
7L9: Awareness of how own contribution (part) fits with those of other people
7L10: Prepared to take risks



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### KS3 Year 6 Music

<b>Singing</b>
6S1: Sing in tune within an octave pitch range.
6S2: Sing confidently and fluently in a range of different styles.
6S3: Sing within an appropriate vocal range with clear diction, accurate tuning, and appropriate tone.
6S4: Sing with good posture and breath control, and articulate why this is important
6S5: Confidently maintain a line within a simple part-song.
6S6: Experiment with the voice in creative ways, in order to achieve a desired effect.
<b>Playing</b>
6P1: Play a range of musical parts confidently and fluently, maintaining an appropriate pulse.
6P2: Suggest, follow and lead performance directions as part of an ensemble, showing an awareness of other players.
6P3: Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. without prompting
6P4: Confidently maintain an independent part within a small ensemble when playing (e.g. rhythm, ostinato, bassline, part singing etc.)
6P5: Experiment with voice, sounds, technology and instruments in creative ways, including exploring new techniques in order to achieve a desired effect
6P6: Maintain a strong sense of pulse and recognise and self-correct when going out of time. Adjust own part to maintain the sense of ensemble.
6P7: Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles and playing more extended parts in performance and rehearsal.
6P8: Lead an independent part confidently in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.)
<b>Composing &amp; Improvising</b>
6C1: Create, notate and develop/vary simple rhythmic patterns, melodies and accompaniments.
6C2: Use voice, sounds, technology and instruments in creative ways in order to achieve desired effects.
6C3: Use a variety of musical devices, timbres, textures, techniques etc. with a sense of creative purpose when creating and making music.
6C4: Create music which demonstrates understanding of common musical structures and discuss the choices made.
<b>Listening, Critique, Wider Skills &amp; SMSC</b>
6L1: Accept feedback and suggestions from others and apply them to improve own work
6L2: Discuss and critique own and others' work appropriately, making use of specialist musical language where appropriate
6L3: Listen and respond to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
6L4: Share opinions about own and others' music, using specialist musical vocabulary as appropriate, and be willing to justify these.
6L5: Be perceptive to music and communicate personal thoughts and feelings effectively through discussion, movement, sound-based and other creative responses.
6L6: Critique own and others' work, offering specific comments and justifying these in relation to musical style, purpose and context
6L7: As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music accurately when working as a musician.



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### KS3 Year 5 Music

<b>Singing</b>
5S1: Sing in tune within a limited pitch range.
5S2: Sing confidently and fluently as part of a big ensemble
5S3: Sing within an appropriate vocal range with clear diction, mostly accurate tuning, and appropriate tone
5S4: Sing with good posture and breath control
5S5: Maintain a line within a simple part-song, with a limited pitch range
5S6: Experiment with vocal sounds
<b>Playing</b>
5P1: recognise, identify and clap the pulse of a piece of music
5P2: perform simple parts accurately as part of a big ensemble, playing in time with the pulse and each other
5P3: Suggest and follow simple performance directions.
5P4: Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.
5P5: Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).
<b>Composing &amp; Improvising</b>
5C1: Create simple rhythmic patterns, melodies and accompaniments using a limited range of notes
5C2: Use voice, sounds, technology and instruments in creative ways.
5C3: Generate own musical ideas to a given stimulus
5C4: Create music which adheres to a given structure
<b>Listening, Critique, Wider Skills &amp; SMSC</b>
5L1: Accept feedback and suggestions
5L2: Discusses and critiques own and others' work appropriately
5L3: Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.
5L4: Share opinions about own and others' music and be willing to justify these.