



KS3 Music Success Criteria

Step	Strand 1 Performing	Strand 2 Composing	Strand 3 Listening and understanding
9	I can confidently, accurately and fluently perform complex pieces (grade 4 or above) with expression, demonstrating advanced technical control.	I can create extended compositions where music ideas are developed imaginatively to create and maintain interest and show skilful use of musical elements in a way that is typical of the style I am composing in.	I can discriminate between a range of musical styles and genres commenting on the relationship between the music and its cultural context. I have an excellent knowledge of musical vocabulary and can use advanced terms correctly to give detailed descriptions of the music heard. I can annotate given melodic and harmonic phrases
8	I can confidently and accurately perform more complex pieces (grade 2 or above) accurately and fluently, with some use of dynamics, demonstrating good technical control.	I can create fully developed compositions which demonstrate an understanding of musical elements and conventions and show some imagination.	I can write accurate descriptions of music heard, using technical vocabulary to give detailed answers I can identify harmonic progressions
7	I can confidently sing pieces with a range of more than an octave alone with good intonation and expression. I can accurately perform a piece which requires secure technical control such as multiple changes of hand position, or multiple hands, with fluency, accuracy and some use of dynamics or am performing more complex pieces with some interruption of flow.	I can create and combine a range of musical parts such as a melody, chord progression, bass part and drum part with a good sense of tonality and structure. This may not be a fully developed composition,	I have a good knowledge of a range of musical vocabulary and can use terms confidently to give detailed descriptions of the music heard. I can evaluate how the mood or atmosphere of a piece of music has been achieved, using musical terms accurately
6	I can sing pieces with a range greater than an octave with a secure sense of tuning and some expression. I can accurately and fluently perform a piece which requires secure technical control such as multiple changes of hand position, or multiple hands. When performing in an ensemble, I can perform an individual part in time with others with a good sense of timing.	I can create and combine a range of musical parts such as a melody, chord progression, bass part and drum part with a mostly secure sense of tonality and structure. This may not be a fully developed composition and there may be some inaccuracies.	I can describe and compare the features of different styles of music using keywords and musical terms.
5	I can sing with a secure sense of tuning and some expression or dynamics. I can perform a simple melody accurately and fluently or perform parts of a piece which requires secure technical control, e.g. movement of hand positions or both hands, with hesitation. I can accurately play some chords on the keyboard. I can keep my own part going in a group performance.	I can create and notate memorable melodies with a clear structure and sense of style. I can create, and notate, functional chord sequences with some sense of development and structure.	I can correctly use a range of simple musical vocabulary linked to dynamics, tempo and texture. I can recognise and describe different styles of music and use appropriate vocabulary to identify some key features.



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4	<p>I can sing mostly in tune with others and have clear diction.</p> <p>I can accurately perform a simple melody or parts of a melody, with some hesitation</p> <p>I can play some chords on the keyboard/instrument but have limited fluency.</p> <p>I can play mostly in time with others playing the same part.</p>	<p>When composing using an instrument I can create and notate ideas within an agreed structure demonstrating contrasts in texture and dynamics.</p> <p>I can create and notate melodies with a sense of structure.</p> <p>I can compose a simple repeated chord sequence.</p>	<p>I can identify some different styles of music and their features.</p> <p>I can identify if a piece of music has three or four beats in a bar</p>
3	<p>I can sing with reasonable fluency.</p> <p>I can accurately perform parts of a piece on the keyboard/instrument with a limited range of notes, using one or a limited number of fingers).</p> <p>I can perform from memory or simple notations.</p>	<p>When composing using an instrument I can create and notate repeated patterns within an agreed structure and demonstrate an awareness of metre where appropriate.</p> <p>I can create and notate simple melodies using a limited range of notes.</p>	<p>I can recognise a variety of different instrument sounds, knowing instrumental families..</p> <p>I can correctly use some simple musical terms (percussion, pitch and rhythm).</p>
2	<p>I can play or sing simple phrases (e.g. limited range with note guide, one finger) with some accuracy of pitch and/or rhythm.</p> <p>I show a limited awareness of pulse</p> <p>When singing or playing with others, I am sometimes in time.</p> <p>I can perform simple patterns on untuned percussion.</p>	<p>When composing using an instrument I can create repeated patterns or melodies with an awareness of metre where appropriate</p> <p>I can create simple melodies using a limited range of notes.</p> <p>When composing technology, I can create a short composition using pre-existing or rhythm loops which demonstrates an understanding of texture.</p>	<p>I can describe music using basic terms.</p> <p>I can recognise some simple instrumental sounds.</p>
1	<p>I can sing a short melody in a teacher-led ensemble.</p> <p>I can repeat a simple pattern (clapping/un-tuned percussion).</p>	<p>Using an instrument I can explore musical ideas which are different every time</p> <p>When composing using technology, I can combine pre-existing loops ensuring that parts work together well.</p>	<p>I can recognise high and low sounds.</p>