

KS3	Curriculum Checkpoints: What do students know and what can they do?			
Music	Establishing	Securing	Flourishing	Excelling
Performing	Perform simple pieces of music as a soloist and as part of an ensemble using basic technique.	Perform simple pieces of music with secure technique as a soloists and as part of an ensemble which is mainly accurate.	Perform pieces of music as a soloist and as part of an ensemble with a good level of technique, accuracy and fluency	Perform challenging pieces as a soloist and as part of an ensemble, challenging pieces with a very good level of technique, accuracy and fluency
Composing	Make simple use of the elements of music in composition work to compose simple ideas.	Compose and develop simple ideas choosing instruments effectively for the chosen style or genre.	Extend and develop musical ideas to compose effectively for a range of instruments with a clear structure and sense of fluency for the chosen style or genre	Extend and develop musical ideas to compose imaginatively for a range of instruments with a clear structure, sense of fluency and flair for the chosen style or genre.
Appraising	Describe music using basic music vocabulary. Identify how an element of music has been used. Suggest an improvement to their own or peers work.	Identify how a range of musical elements have been used in pieces of music. Suggest what worked well and what needs to improve in their own or peers work.	Identify similarities and differences in music from different styles, genres and traditions using music vocabulary effectively. Identify what did or didn't work well and why it was or wasn't effective in their own or peers work.	Compare and contrast music from different styles, genres and traditions using comprehensive music vocabulary. Evaluate and critically feedback explaining techniques use and the impact of their own work or peers work on the listener.