

Year 10	Curriculum Checkpoints: What do students know and what can they do?			
Music	Developing	Securing	Flourishing	Excelling
Performing	Can perform as a soloist simple pieces of music at Grade 1 level or equivalent with some level of accuracy and fluency.	Can perform as a solist and as part of an ensemble pieces at Grade 2-3 level or equivalent. Can perform with some simple dynamic contrast in the performance. Can perform with a reasonable level of accuracy and fluency.	Can perform as a soloist and as part of an ensemble pieces at Grade 4 level or equivalent. Can perform following the tempo and dynamic markings on the score accurately. Can perform with a good level of fluency and accuracy.	Can perform as a solist and as part of an ensemble a Grade 5 or equivalent standard of piece confidently and fluently. Can perform with only a couple of minor mistakes that don't affect overall success. Can perform using the elements of music appropriately.
Composing	Can compose simple musical ideas with limited sense of fluency and structure in composition work. Can make simple use of the elements in composition work.	Can compose and develop simple musical ideas into a simple structure with balance and contrast between the sections. Can identify appropriate instrumentation for chosen style or genre.	Can use musical elements securely to develop and extend musical ideas effectively. Can choose and compose accurately for appropriate instrumentation for chosen style or genre.	Can develop and extend musical ideas successfully and compose idiomatically and imaginatively for a range of instruments in a variety of styles. Can compose music with a good sense of fluency and contrast.
Appraising	Can identify whether pitches go higher or lower in dictation questions. Can use simple music vocabulary to describe set works and unheard listening from the areas of study. Can use the elements of music to identify similarities in pieces of music.	Can identify simple intervals in music and notate on the staff. Can use simple music vocabulary to appraise set works and unheard listening extracts and can identify similarities and differences when comparing musical extracts.	Can notate mostly conjunct melodies and simple rhythms accurately on the score. Can use a good range of music vocabulary to appraise both set work and unheard listening extracts accurately. Can compare and contrast musical extracts successfully.	Can accurately notate melodies with leaps and more difficult rhythms on the score. Can analyse both set work and unheard listening extracts using sophisticated music vocabulary. Can evidence points when comparing musical extracts and can draw conclusions successfully.