

Music KS3 Progress Ladder

Progress

Demonstrate leadership in a group situation.	Composing alone, draw stronger connections between your musical ideas and your creative intentions. Place listening based research at the heart of your compositions	Demonstrate more sophisticated use of music software to generate productions and compositions that place creative use of ICT at their heart.	Repeatedly respond to independent self-assessment.	Demonstrate leadership skills.	Successfully navigate changes in musical patterns.
Perform successfully to an audience and evaluate the outcome.	In collaboration with other students, begin to compose with increasing awareness of how to use sound for specific purposes	Demonstrate awareness of how DAWs can enhance the composing process through their ability to effect and process sound, including sampling	Respond to independent self-assessment.	Encourage and support others.	Establish an ability to perform and repeat musical patterns successfully.
Successfully apply your practiced part to a group rehearsal.	Use musical language to analyse the music you listen to.	Independently set up a BANDLAB and / or MUSE SCORE project. Know how to connect hardware and software before you work.	Respond to teacher led self-assessment.	Collaborate with others.	Perform basic rhythms accurately on an instrument.
Demonstrate the ability to practise a given part as an individual.	Explain your thoughts and feelings about the music you listen to.	Work successfully on the basics of Digital Audio Workstations within given templates	Respond to other's feedback.	Listen to others and actively contribute.	Engage successfully with rhythmic exercises designed to establish pulse.

Demonstrate the technical basics of using the given instrument.	Identify the music you like and explain why.	Be aware of music technology and its uses.	Try once.	Contribute positively to the team.	Be familiar with the basic measures of time (beats / bars).
PERFORMING	LISTENING AND COMPOSING	USING TECHNOLOGY	PERSISTENCE	TEAM WORKING	NUMERACY