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| **WLD MUSIC PROGRESS LADDER** | | | | | | | | |
|  | **Performing and Following Notations**  ***I can:*** | **Original Writing and Production**    ***I can:*** | **Listening and Appraising**  ***I can:*** |  |  |  |  |  |
| -1 | * Perform short melodic or rhythmic pieces with limited success from memory or simple notation. * Demonstrate limited technical control on specific instruments or voice.   Ensemble Skill:   * Perform in a group with significant support from the teacher or alongside a track. | * Suggest graphic symbols to represent sound * Create a graphic score to represent an overall theme of a piece * Use simple equipment e.g. headphones in keyboard. * Experiment with musical elements within a context | * Listen to and comment on my own work. * Communicate my thoughts and feelings about music I hear * Describe a piece of music using simple vocabulary. * Explore processes and contexts of musical styles, culture, genres and times. | 101 |  |  |  |  |
| 1 | * Perform short melodic or rhythmic pieces with success from memory. * Read and respond to pitch notation with limited success. * Demonstrate a little more technical control on specific instrument or voice   Ensemble Skill:   * Perform in a group with some leading from the teacher | * Develop an awareness to the link between standard notation and sound. * Create a sound plan detailing a simple order of sound. * Develop use simple equipment for performing. E.g. microphones, amps. * Develop the use of musical elements within a context. E.g. Minor tonality for scary music. | * Offer comments about my own and others work. * Describe a piece of music using simple music specific vocabulary. E.g. Tempo, Dynamics * Describe and identify features of musical styles, culture, genres and times. | 102 | 101 |  |  |  |
| 2 | * Read and respond to pitch from simple notation with success e.g. playing in the correct octave * Perform with more fluency and control. * broadly control changes in timbre, tempo, pitch and dynamics   Ensemble Skill:   * Perform in a group without the assistance of a teacher, but allowing for some hesitation and error | * Use basic standard notation to record sound. E.g. crotchet beats labelled with pitch * Create a sound cue sheet which includes a cue or timestamp. * Develop use of equipment and sound for performing. e.g. reverb on amp * Use technology to support original writing * Develop some awareness of using elements to reflect musical style. E.g. syncopated, staccato chords for Reggae | * Offer comments about my own and others work and ways to improve * Develop and extend use of music specific vocabulary when describing a piece of music. E.g. Timbre, Texture. * Classify pieces of music into genres by identifying the key musical features. | 103 | 102 | 101 |  |  |
| 3 | * Recognise, respond to and use basic rhythms from notation * Perform with increasing fluency and control, demonstrate good technique. * Perform further techniques on the instrument. * play with some expression * show an awareness of the audience when performing   Ensemble Skill:   * Perform in group, with success in keeping part in time. | * Continue to develop ability to use appropriate scoring to record sound e.g. add a basic melody line to a lead sheet * Create a sound cue sheet with further detail about what particular sounds will be played e.g. instrumentation, * Carefully set up equipment for performance. * Increase confidence in technology to support original writing. * Strategically chooses music elements to reflect musical style with some success | * Critique my own and others’ work and justify specific comments * Describe a piece of music using more complex music vocabulary. E.g. legato, staccato * Analyse and describe the effects that the wider contexts of music can have on style and form e.g. culture, genres and time | 104 | 103 | 102 | 101 |  |
| 4 | * Recognise, respond to and use with increasing accuracy basic symbols from notation. * Demonstrate an evolving musical quality * Acknowledge the audience   Ensemble Skill:   * Follow and lead simple performance directions and respond to musical cues. * Maintain my own part with an awareness of how different parts fit together. | * Use appropriate scoring effectively to record sound e.g. increasingly accurate use of stave notation * Create a clear sound cue with more detail on levels * Consider careful placement of equipment and levels when setting up performance taking the area space into account. * Uses technology efficiently throughout the creative process. * Strategically chooses music elements to reflect musical style with success | * Evaluate own current level of ability as a performer and think about goals in order to improve * Develop, extend and combine music vocabulary when describing a piece of music. * Describe and identify specific features of subgenres and their origins in and relationship to other genres |  | 104 | 103 | 102 | 101 |
| 5 | * Recognise, respond to and use with increasing accuracy more complex symbols from notation. * Perform with increasing fluency and control, demonstrate good technique. * Perform further techniques on the instrument and challenging material.\*\* * demonstrate musical quality eg clear starts, ends of pieces/phrases * Show confidence when acknowledging the audience   Ensemble Skill:   * Suggest, follow and lead simple performance directions.   KS4 Performing Arts Criteria:  “The work is often under rehearsed and lacks focus. Work touches on the demands of the brief but is inconsistent. There is some knowledge and understanding but not fully developed.” | * Use appropriate scoring effectively to record sound adding further sound cues where appropriate e.g. dynamic markings * Create a clear sound cue with more detail on levels and effects * Consider music and audience type when setting up levels and equipment * Create music considering historical, social, cultural influences and styles. * Uses technology to manipulate sound and edit.   KS4 Performing Arts Criteria:  “Learners show an incomplete attempt to use production skills to explore the full potential of the chosen skills and their ability to enhance performance. Learners require structured guidance in the application of their chosen skill(s). Little or no understanding of the need to maintain equipment correctly. Knowledge and understanding is limited. | * Classify pieces of music into genres, subgenres and time period by identifying their key features. * Compare and contrast musical features in various musical genres using specific vocabulary. |  |  | 104 | 103 | 102 |
| 6 | * follow simple staff notation through singing or playing short passages of music * play or sing accurately, confidently and fluently, maintaining an appropriate pulse demonstrating advancing techniques.\*\* * play and sing expressively by adapting tempo, dynamics and phrasing as necessary   Ensemble Skill:   * Maintain an independent part in a small group when playing or singing   KS4 Performing Arts Criteria:  “The work is rehearsed and meets the demands of the brief with sufficient practical application of skills in performance. There is evidence of ensemble playing and an ability to deliver the basic demands of the final performance. Knowledge and understanding is relevant to the task.” | * Use appropriate scoring effectively, adding further detail e.g. scoring accompaniment riff. * A clear sound cue sheet with consideration to how to sound will start and finish. E.g. Include fades etc. * Fluent use of more complicated equipment e.g. sound desk. * Clear cultural references and considerations of style. E.g. fantasy, minimalism. * Use of both diegetic and non-diegetic music in underscoring. * Use technology to create accurate soundscapes.   KS4 Performing Arts Criteria:  “Learners show a sufficient attempt to explore the chosen production skill(s) and employ them appropriately. There is some knowledge and understanding of how production skills can enhance performance. Responds positively to directions. Little understanding of the need to maintain equipment correctly.” | * Analyse and draw musical comparisons across different musical styles, culture, genres and times. * Use vocabulary drawn from genres and subgenres to discuss fusion (cross –genre) pieces. |  |  |  | 104 | 103 |
| 7 | * follow more complex staff notation through singing and playing * show a range of techniques and control on instrument \*\* * Recognise and self-correct when going out of time. * Demonstrate a good knowledge of what allows for a good performance * Engage with the audience and other performers.   Ensemble Skill:   * Lead an independent part in a group when playing (eg. Rhythm, ostinato, drone etc) * make adjustments to fit your own part with others   KS4 Performing Arts Criteria:  “The work is rehearsed and secure. The learner works with confidence and the skills employed in the performance are appropriate and confident. The performance is secure and fits well into the ensemble. A reliable performer with competent levels of knowledge and understanding.” | * Use appropriate scoring accurately, adding an increasing amount of detail to communicate the desired intention. * A clear sound cue sheet including all the different types of sound playbacks used. * Fluent use of equipment and able to make choices when selecting equipment e.g. microphone type, amp type   KS4 Performing Arts Criteria:  “Learners show a secure attempt to explore the chosen production skill(s). Learners make appropriate choices when planning and working in rehearsal, workshop and performance. Some knowledge and understanding of the importance of maintaining equipment correctly.” |  |  |  |  |  | 104 |
| 8/9 | * Excellent control over instrument, demonstrating some advanced techniques on the instrument. \*\* * Good sense of musicality. * Choreography and movement involved in the performance. A good use of music technology to enhance performance * Contact or audience engagement within performance (if appropriate)   Ensemble Skill:   * make subtle adjustments to fit your own part with others   KS4 Performing Arts Criteria:  “The work is rehearsed and polished. The learner is committed and the performance skills employed show expertise and control. A highly developed level of knowledge and understanding of performance is evident and the ability to work effectively within the ensemble is advanced.” | KS4 Performing Arts Criteria  “Learners show an advanced approach to exploring their chosen production skills and make informed choices when planning, rehearsals, workshops and production meetings. Production skills are used with a highly developed sense of knowledge and understanding of what might be achieved and how to enhance performance.” |  |  |  |  |  | 104 |
| 9 | KS4 Performing Arts Criteria:  “The work is well rehearsed, refined and polished. The learner has developed to an exceptional level, demonstrating excellent control of the material and the ability to explore a range of performance techniques. An exceptional ability to work as part of an ensemble is clearly evident. A pertinent level of knowledge and understanding of both process and performance is evident.” | KS4 Performing Arts Criteria  “Learners show an excellent approach to the exploration of their chosen production skill(s). They make informed, logical and considered choices throughout the production process. They make essential contributions to rehearsals and performances. There is an exceptional knowledge and understanding of specialist equipment and its appropriate use in performance. Maintenance of equipment is fully understood and safety regulations are followed.” |  |  |  |  |  | 104 |

\*\* See Instrumental skill ladder for further information on instrument

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| Instrumental skill ladder | | | | | | | | | |
|  | *Guitar* | *Bass* | *Drums* | *Piano* | *Voice- Singing* | *Voice- Rap* | Y9 | Y10 | Y11 |
| 5 | * Ability to move between chords and single notes. * Show use of pick or first two fingers of the picking hand. * Show basic damping techniques * Show legato/staccato * Show the use of semibreve, crotchet, quavers, semi quavers and semibreve, crotchet, quaver rests. * Show open and first positions with movement up to the 3rd fret | * Show accurate basic left and right hand coordination. * Show accurate use of two fingers of the picking hand as required. * Show accurate basic damping techniques * Show a mixture of semibreve, minim, crotchet and quaver notes | * Show independent hand and foot coordination * Show simple fills. * The pieces should contain a mixture of: semibreve, crotchet, quaver and semi quaver notes. Semibreve, crotchet and quaver note rests | * Show accurate left and right hand coordination. * Show ability to form chords of two or three notes. * Show simple phrases in each hand with some parts hands together. * Show use of legato and staccato * The piece should contain a mixture of: Semibreve, minim, crotchets, notes and the note rests | * Show consistent /maintained tone. * Show use of solid chest voice (thick folds). * Cover a range of at least a 5th. Show simple phrasing. | * A single simple rhythmic idea, a steady beat and simple rhymes. | 104 | 103 | 102 |
| 6 | **Additional**   * Dotted crotchet notes and associated rests | **Additional**   * Show basic control of legato and staccato | **Additional**   * Open and closed hi-hat; snare; kick drum; crash cymbal; ride cymbal * Dotted crotchet notes and all associated rests | **Additional**   * Show ability to play chords in one hand and melody in the other. * Show simple walking bass patterns. Show the ability to move between hand positions. * Show use of a range of dynamics (p, mf, f). * Quaver notes | **Additional**   * Show consistent /maintained tone with some colouring and variation. Cover a range of at least an octave * Show intervals up to a 3rd. * Show dynamic changes and personal phrasing. | **Additional**   * A sung hook * Syncopated rhythms, including breaks * Dynamic contrasts * A fast tempo making greater demands of articulation * A piece with contrasting sections. |  | 104 | 103 |
| 7 | * **Additional** * Show the use of double stops. * Show use of a range of dynamics (p, mf, f) * Show hammer-ons and Pull-offs | * **Additional** Show basic range of dynamics (p, mf, f). * Show dotted crotchet, quaver and semi quaver notes and associated rests | * **Additional** * Show the use of accented notes. * Triplet quaver notes and associated rests. * floor tom; high tom; medium tom | * **Additional** * Show simple voice leading. * Show octave stretches. * The piece should Show accented and/or grace notes Show use of sustain pedal. * semi quavers notes. | * **Additional** * The piece must make use of solid chest voice and head voice (Thin Folds). * Show some consistency of register changes. * Show some stylistic awareness. | **Additional**   * More difficult pieces will always be fast, requiring control of articulation, and make use of syncopation. * They will always have a sung hook. |  |  | 104 |
| 8/9 | **Additional**   * Show alternative picking. Show use of double stops on adjacent strings * Show barre chords * Simple use of syncopation * The initial emphasis will be on open and first positions, with movement up to 5th position. * Show solo passages using blues and pentatonic scales. | **Additional**   * Show the use of thumb and damping techniques and percussive sounds. * Show the use of dynamics (pp-ff). * Show fretting hand vibrato Hammer on and pull off Accented notes Simple slides * Show some use of syncopated eighth and sixteenth note feels | **Additional**   * Flams Rim shots Use of rudiments. * Semi quaver notes Triplet quavers and semi quaver notes Associated rests, * Show fills at least one bar in length. Show ad libs for at least 4 bars | **Additional**   * Show stride, barrelhouse left hand patterns or simple New Orleans right hand voicing * Show two note right hand licks with static top line. * Show a greater range of dynamic changes as appropriate ff-pp. * Show ability to accent some notes. * Show more advanced grace notes Show trills (3rds) and /or glissando * Show a greater range of dynamic changes as appropriate ff-pp. * Show ability to accent some notes. * Show more advanced grace notes Show trills (3rds) and /or glissando | **Additional**   * Show a well-controlled chest voice, head voice and falsetto (breathy phonation thin folds). Transitions between registers should be fluent. * Show good use of diction and articulation. * Show a variety of rhythms. * Show intervals of a 4th or more. Show dynamic colouring. Show developed phrasing. | **Additional**   * Establish a convincing vocal presence * Clear diction and enunciation, including clarity of delivery * Effective adoption and creativity of literary techniques and in the lyrical interpretation * of the ideas(e.g. alliteration, wordplay) * Convincing control of rhythmic techniques (i.e. flams, triplets, rests, rhyming * patterns/runs, etc.) – either free-styles or pre-written * Control of the delivery in sync with the rhythmic patterns, using the beat to emphasize * particular words or phrases (i.e. the ‘flow’) * Secure breath control. * Ability to combine vocal and technical skills * Evidence of textural variety (use of call and response, variety in content) * Production of inventive, improvisatory work keeping closely to the beat to achieve a * coherent outcome |  |  | 104 |