



If you make the progress we expect you to make, you will stay on this flightpath and get this grade at the end of Year 11

**Yr 11**



**PERFORMING (40%)**

The pupil's performance of relatively complex musical scores in solo and group performances:

- is broadly accurate throughout, though there may be hesitation
- is mostly in tune and demonstrates an emerging sense of style
- group performance shows an awareness of other performers

**COMPOSING (40%)**

The pupil's creation of their own, original musical scores in a range of styles:

- demonstrates an attempt to use some musical conventions, with support
- contains some musical elements which may relate to the musical context

**LISTENING: (20%)**

The pupil can listen critically to a range of music and:

- identify musical elements which they hear in a piece of music
- understand key musical terms and use them in context

**Yr 10**



**PERFORMING: (40%)**

The pupil's performance of straightforward musical scores in solo and group performances:

- is accurate and fluent throughout.
- is in tune and demonstrates a basic sense of style
- group performance shows accuracy and an awareness of other performers

**COMPOSING: (40%)**

The pupil's creation of their own, original musical scores in a range of styles:

- demonstrates an attempt to develop the given musical elements
- demonstrates the ability to structure a piece of music

**LISTENING: (20%)**

The pupil can listen critically to a range of music and:

- identify given elements which they hear in a piece of music
- understand and use key music vocabulary appropriately

**Yr 9**



**PERFORMING: (40%)**

The pupil's performance of short, straightforward musical scores in solo and group performances:

- is broadly accurate and fluent throughout.
- is in tune and demonstrates a basic sense of style
- group performance shows some accuracy and an awareness of other performers

**COMPOSING: (40%)**

The pupil's creation of their own, original musical scores in a range of styles:

- demonstrates an attempt to develop the given musical elements with some support
- demonstrates the ability to structure a piece of music with some support

**LISTENING: (20%)**

The pupil can listen critically to a range of music and:

- identify some elements which they hear in a piece of music
- understand and use some key music vocabulary appropriately

# Yr 8



## PERFORMING: (40%)

The pupil's performance of short, straightforward musical scores in solo and group performances:

- is broadly accurate and has moments of fluency
- is mostly in tune and demonstrates a basic knowledge of style
- group performance shows some accuracy and a basic awareness of other performers

## COMPOSING: (40%)

The pupil's creation of their own musical scores in a range of styles:

- demonstrates an attempt to develop the given musical elements with some teacher support and scaffolding
- demonstrates the ability to structure a piece of music with some teacher support and scaffolding

## LISTENING: (20%)

The pupil can listen critically to a range of music and:

- identify some elements which they hear in a piece of music, with prompts
- understand and use some key music vocabulary

# Yr 7



## PERFORMING: (40%)

The pupil's performance of short, straightforward musical scores in solo and group performances:

- has moments of accuracy and fluency
- is mostly in tune and may demonstrate a basic knowledge of style
- group performance shows a willingness to listen to and work with others

## COMPOSING: (40%)

The pupil's creation of their own musical scores in a range of styles:

- demonstrates an attempt to develop the given musical elements with teacher support and scaffolding
- demonstrates the ability to structure a piece of music with teacher support and scaffolding

## LISTENING: (20%)

The pupil can listen carefully to a range of music and:

- identify some elements which they hear in a piece of music, with prompts
- understand and use some key music vocabulary

Conversion Table - old grades to new flightpaths

			<b>G</b>	<b>C</b>	<b>S</b>	<b>E</b>			
<b>OLD</b>	<b>G</b>	<b>F</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>A*</b>	
<b>NEW</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>