



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 and fluent throughout
- is mostly in tune and demonstrates a sense of style
- group performance shows some ability to adjust to others

COMPOSING (40%)

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

- demonstrates an attempt to use standard musical conventions
- contains some musical elements which usually relate to the musical context

LISTENING (20%)

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

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

Yr 10



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 9



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 musical elements which they hear in a piece of music
- understand and use 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 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 7



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

Conversion Table - old grades to new flightpaths

| | | | G | C | S | E | | | |
|------------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|
| OLD | G | F | E | D | C | B | A | A* | |
| NEW | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |