



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 complex musical scores in solo and group performances:

- is technically secure and engaging and confident throughout
- is a sensitive interpretation of the music
- demonstrates a confident use of performance techniques
- group performances show excellent ability to adjust to others

**COMPOSING (40%)**

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

- demonstrates confident and creative use of standard musical conventions
- is convincing and well planned

**LISTENING (20%)**

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

- identify many elements which they hear in a piece of music with confidence, understanding the key musical terms
- use musical language accurately and fluently to analyse and evaluate music demonstrating an awareness of context

**Yr 10**



**PERFORMING (40%)**

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

- is technically accurate and fluent throughout
- is in tune and demonstrates a secure sense of style
- demonstrates evidence of interpretive performance techniques including; articulation, phrasing and dynamics
- group performances show a good ability to adjust to others

**COMPOSING (40%)**

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

- demonstrates excellent use of standard musical conventions
- Contains musical elements which relate appropriately to the musical context

**LISTENING (20%)**

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

- identify many elements which they hear in a piece of music
- understand key musical terms
- use musical language accurately to analyse and evaluate music in context

**Yr 9**



**PERFORMING (40%)**

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

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

**COMPOSING (40%)**

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

- demonstrates good use of standard musical conventions, with support
- contains musical elements which relate appropriately 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 8



## 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, with support
- 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 7



## PERFORMING (40%)

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

- is broadly accurate and 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

## 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>