Bideford College Music Department: Key Stage 2 – 4 Progress Matrix

	In order to get a grade 1 at GCSE you must be able to	In order to get a grade 2 at GCSE you must be able to	In order to get a grade 3 at GCSE you must be able to	In order to get a grade 4 at GCSE you must be able to	In order to get a grade 5 at GCSE you must be able to	In order to get a grade 6 at GCSE you must be able to	In order to get a grade 7 at GCSE you must be able to	In order to get a grade 8 at GCSE you must be able to	In order to get a grade 9 at GCSE you must be able to
Technical fluency	M1.1: perform with very limited accuracy and fluency. Intonation/tone production may be poor.	M2.1: perform with limited accuracy and fluency. Intonation/tone production may be poor	M3.1: perform with some fluency with mostly correct rhythms and pitches	M4.1 perform with good fluency with mostly correct rhythms and pitches.	M5.1: perform with errors that do not disrupt the flow of the music. Intonation/tone production is secure.	M6.1: perform with errors that do not disrupt the flow of the music. Intonation/tone production is secure.	M7.1: perform confidently with mostly good accuracy, fluency and good technical control.	M8.1:perform confidently with good accuracy, fluency and good technical control.	M9.1: perform confidently with excellent accuracy, fluency and technical control.
Musical expression	M1.2: attempt to communicate the piece but with very little attention to musical phrase.	M2.2: attempt to communicate the piece in a simple way with limited musicality.	M3.2 pay limited attention to dynamics and articulation with some musicality	M4.2: pay some attention to dynamics and articulation with some success.	M5.2: communicate some appropriate dynamics and articulation to create secure musical expression.	M6.2: communicate some appropriate dynamics and articulation to good effect.	M7.2: communicate appropriate dynamics and articulation to excellent effect.	M8.2: communicate musically using conventions that are appropriate to the genre.	M9.2: communicate stylishly using conventions that are appropriate to the genre.
Ensemble awareness	M1.3: show a limited awareness of other performers in performances, resulting in poor balance.	M2.3: attempt to be aware of other performers in performances, May result in imbalance.	M3.3 have an awareness of the other performers but little regard to the demands of balance and/or performing conventions	M4.3: demonstrate some co-ordination with the other performers to create a successful performance.	M5.3: demonstrate co-ordination with other performers to create a good performance.	M6.3: demonstrate a clear co-ordination with the other performers to create a good performance.	M7.3: demonstrate a good level of ensemble awareness which is in keeping with the context of the music.	M8.3: demonstrate a high level of ensemble awareness which is in keeping with the context of the music.	M9.3: demonstrate an outstanding level of ensemble awareness, keeping with the context of the music.
Difficulty scale of musical pieces played	M1.4: play a very simple piece in rhythm and/or melody in an easy key.	M2.4: play a simple piece using a limited rhythmic and/or melodic range with easy movement between notes.	M3.4: play a simple piece using a limited rhythmic and/or melodic range with easy movement between notes.	M4.4: play a piece which displays a small range of rhythm and melodic change with few technical demands.	M5.4: play a piece which requires a range of rhythm and/or melodic change with some technical demands.	M6.4: play a piece which requires a range of rhythm and/or melodic change with technical demands.	M7.4: play a complex piece involving sustained control with more intricate technical demands.	M8.4: play a highly complex piece involving sustained control with more intricate technical demands.	M9.4: play an extremely complex piece involving sustained control with more intricate technical demands.
Composing	M1.5: compose with a lack of intention for the piece. Musical	M2.5: compose with a limited musical shape with a few	M3.5 compose pieces which show clear intention and	M4.5: compose pieces which show clear intention and are	M5.5: compose pieces which are musically coherent with a	M6.5: compose pieces which are coherent with a strong sense of	M7.5: compose pieces which are successful and	M8.5: compose pieces with strong sense of style and	M9.5: compose effective works, demonstrating understanding of

	elements are basic with limited structure.	compositional techniques to create structure.	show basic structure with limited musical elements.	musically coherent with some successful elements.	sense of style and show good development.	style and range of compositional devices.	employ a variety of musical elements.	understanding of stylistic and structural conventions.	stylistic & structural conventions.
Improvising	M1.6: demonstrate understanding of different pitches and shape in their improvisation skills.	M2.6: demonstrate some direction in improvisation skills and be aware of rhythm and meter.	M3.6 create basic phrases using rhythm and pitch in their improvisation	M4.: create imaginative phrases using rhythm and pitch in their improvisation.	M5.6: improvise with a sense of musicality with structured phrases.	M6.6: improvise memorable ideas using melodic and rhythmic devices in larger musical structures.	M7.6: improvise successful, memorable ideas with melodic and rhythmic devices in big musical structures.	M8.6: explore the expressive potential of musical elements used in selected genres and traditions	M9.6: explore & exploit the expressive potential of musical resources and conventions with flair & style.
Literacy *Quality of Written Communication (QWC)*	M1.7: produce written work which with some errors in grammar, punctuation and spelling.	M2.7: communicate ideas at a simplistic level with limited use of technical vocabulary.	M3.7 communicate ideas with a small number of errors in grammar, punctuation and spelling	M4.7: ensure text is legible, easily understood with a good grasp of grammar, punctuation and spelling.	M5.7: communicate in a clear and coherent manner with appropriate use of language.	M6.7: use key music terminology including those related to compositional techniques.	M7.7: use key music terminology including those related to critiquing, style and context.	M8.7: express complex ideas clearly and fluently in a structured and relevant way, with few errors.	M9.7: demonstrate exceptional skills in retaining, applying & analysing information to underpin knowledge.
Listening and appraising	M1.8: recognise how the musical elements can be used to create different moods and effects	M2.8: describe musical genres using simple musical vocabulary.	M3.8 describe the defining characteristics of musical genres	M4.8: analyse genres. Evaluate how venue, occasion and purpose affect the way music is created and heard.	M5.8: demonstrate musical understanding by using Italian terminology to appraise audio clips.	M6.8: show good understanding of musical genres by recognising compositional devices in aural perception.	M7.8: show excellent understanding of genres by recognising compositional devices in aural perception.	M8.8: draw conclusions about musical genres by using extended musical vocabulary in aural perception.	M9.8: make excellent comparisons between musical genres by using extended musical vocabulary.