



Curriculum Statement

Music Department
Ranelagh School

For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control
2 Timothy 1:7

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

Our Core Values

The Music Department at Ranelagh School aims to provide all pupils with a musical education that encompasses the core disciplines of performing, composing, listening and appraising music, whilst being embedded in our shared vision and the core values of the Ranelagh School Learner Profile:

- **Confidence** - Students who are self-assured are more likely to take risks, see mistakes as learning opportunities and be open to new learning experiences. They have poise and self-belief; this means that even when learning is difficult, they will persist. In Music, we instil this confidence through multiple, varied performance opportunities, where students are challenged to perform their work in a supportive environment.
- **Resilience** - Students are able to keep learning even when they find work difficult. They show flexibility and stamina. When they need to work for long periods on challenging problems they persevere. In Music, extended rehearsal of tasks is interspersed with concise verbal/musical feedback to ensure that students know what and how to practice challenging material in a productive, resilient manner.
- **Curiosity** - Students will be guided to ask questions and develop a genuine interest in music. They will want to learn more and are inquisitive and work hard on further developing their skills and knowledge. This means they are more likely to understand their own abilities, interests and future musical aspirations. In Music, the curriculum is sequenced so that each new lesson links to the previous one, creating a learning environment where development of skills, knowledge and curiosity are intrinsic to the learning process.
- **Creativity** - Students use inventive, resourceful and original ways to learn. They produce learning outcomes that demonstrate their ingenuity and imagination. In music, we use a mixture of small group work, solo work and large ensemble work in order to facilitate the students' learning. Lessons are delivered with a variety of carefully crafted resources, delivered with exceptional musical modelling from the classroom teacher.
- **Empathy** - Students can listen, understand and learn from others. They are well placed to work as part of a team. They show warmth, humour and positivity and collaborate effectively with others. Students listen to each other's work on a regular basis. Students are taught to deliver constructive peer feedback in a way that is beneficial to the recipient and in a manner which develops the students' oracy skills.
- **Independence** - Students are self-motivated, they understand how they learn and can manage themselves. They have self-belief, can access resources and know how to learn successfully beyond Ranelagh. In Music, students are coached to develop the self-discipline required in order to succeed in a musical environment, be that in school, or in an external amateur or professional environment.

Intention of the Ranelagh Music Curriculum

The intention of the Ranelagh Music Curriculum is that all students receive a music education that:

1. **Enables** all pupils to develop their musical potential through high quality musical experiences inside and outside of the classroom.
2. **Enriches** and broadens the musical experience of all pupils, regardless of their prior experience and skills, so that they are open to a wider breadth of cultural experiences later in life
3. **Immerses** pupils in a breadth of musical styles and genres from across the world
4. **Prepares** pupils for a musical life beyond Ranelagh and potential further study at college/degree level

The aims of the *National Curriculum for Music*

The National Curriculum for Music launched in 2013. At its core, the National Curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (DFE 2013)

At Ranelagh, lessons are focused on the development of skills and knowledge in the three core musical disciplines of performance, composition and appraising. At the beginning of Year 7, all students sit a baseline test in listening, performance and composition in order for us to accurately gauge pupils' prior understanding and skills development from Key Stage 2.

Ranelagh has a higher than average proportion of high prior attaining students and a large number join us in Year 7 with advanced instrumental skills. As a result, our schemes of work and extra-curricular programme are developed to enable these pupils to thrive, whilst simultaneously supporting the learning journey for students whose first experience of playing or composing music is in our classrooms.

The use of music technology is fundamental to our curriculum. Our intent is that students develop and apply music technology skills in both a technical and creative manner in order to develop the skills required for further study in higher education and a successful career in the music industry.

We have the privileged role of guiding the next generation of musicians through their early musical journey and it is our responsibility to ensure that they have the skills and knowledge to succeed. We are delighted that many of our students have progressed to study music at degree level at a range of destinations, from Oxford to the Academy of Contemporary Music (ACM).

Implementation of the Ranelagh Music Curriculum

The Music Department is housed in a specially designed block consisting of a large rehearsal room/classroom, a music class room, 4 practice rooms, staff office and large foyer. Concerts and full-school productions are performed in the main school hall, which is equipped with a large stage, PA system and lighting rig.

We are fortunate to have access to range of high-quality musical and IT equipment. Each classroom is equipped with a high-quality Bowers and Wilkins speaker system, Sharp interactive display and 15 keyboards. One classroom is equipped with a brand new, fully integrated Apple iMac suite running Logic Pro X, MuseScore 3 and GarageBand. We have access to a range of instruments, including a Yamaha grand piano, 7 upright pianos, 2 stage pianos, Yamaha keyboards, drum kits, percussion, guitars, ukuleles and PA equipment (including microphones, mixing desks, speakers etc.)

The music curriculum and extra-curricular programme is delivered by three highly-trained and experienced subject specialists. The music staff engage in regular CPD to ensure that our skills and knowledge stay current and consistent.

Lesson time

At Key Stage 3, Music is a compulsory subject and students are taught an internally-designed curriculum in mixed-ability classes. At Key Stage 4 students study the AQA GCSE Music syllabus and at Key Stage 5 study the Edexcel A Level Music syllabus. Music is an optional subject at both Key Stage 4 and 5.

Lesson time for all year groups:

Year group	Hours (per fortnight)
Year 7	2
Year 8	3
Year 9	2
Year 10	5
Year 11	5
Year 12	9
Year 13	9

How are lessons delivered?

Lessons at all key stages consist of high-quality teaching and learning delivered through expert modelling by music teachers, supported by carefully crafted audio, visual and written resources which support students' learning. All lessons are delivered in a specialist music classroom and students have access to a range of musical instruments and IT equipment in every lesson.

Timely feedback is given to enable all pupils to excel.

Pupils will be immersed in many different genres and cultures within music in order to broaden the musical experience of all pupils and to enable them to be open to a wider breadth of cultural experiences later in life.

How is the curriculum sequenced?

The curriculum is sequenced so that students are taught the three key disciplines of music education: performing, composing and appraising, throughout all key stages. Skills and knowledge are taught in an order which allows clear musical development and allows all students to build upon prior skills and knowledge throughout their progression through the key stages and beyond.

Adapting the curriculum to meet the needs of all pupils

Our curriculum is designed so that it allows all pupils to succeed. For example, performance tasks are arranged to include parts of varying difficulty so that they are accessible to all whilst still providing challenge, musical development and meeting the learning outcomes of the lesson.

Other strategy examples include:

- **HPA** – more complex arrangements of performance pieces; extended compositional technique, more senior roles in musical ensembles (e.g. leading a section in the orchestra)
- **SEN** – coloured paper for resources, keyboard diagrams
- **PP** – headphones for classroom music and peripatetic instrumental/vocal lessons are paid for through the pupil premium fund.

Remote learning

In the event of remote learning, the curriculum is carefully adapted to meet the requirements of our students working at home. We are conscious that not every student will have access to a musical instrument or music technology at home, so we design tasks that allow all students to meet the lesson outcomes by offering a range of options for students to choose based on the equipment they have access to.

Live lessons are recorded so that they can be viewed at any time.

Key Stage 3 curriculum for Music (internally designed) long-term plan

Year	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
7	An introduction to Music <i>Elements of Music and using your voice</i>	Pitch, Rhythm and Time Signatures	Keys, Chords and Tonalties	Ukulele Orchestra	Sequencing – Electronic Dance Music (EDM)	
8	Bass lines and accompaniments	Syncopation and dotted rhythms	Improvisation, swing and extended chords	The Classical Period	Programme Music	Sound Manipulation
9	Theme and Variations	Sequenced Performance	Song writing	Minimalism and 20 th Century Classical Music	Film Music (floating)	

KS4 Curriculum for Music – GCSE Music (AQA specification) long-term plan

Year 10					
Autumn Term		Spring Term		Summer Term	
<ul style="list-style-type: none"> Course overview Notation/theory Texture and Melody, Rhythm and Metre, Harmony and Tonality Ensemble performance Compositional technique 	AOS2: Popular Music – Unfamiliar Music <ul style="list-style-type: none"> ➤ <i>Music of Broadway 1950s to 1990s</i> ➤ <i>Rock music of 1960s and 1970s</i> ➤ <i>Film and computer gaming music 1990s to present</i> ➤ <i>Pop music 1990s to present</i> • Performance • Composition 	AOS2: Popular Music Set Work <ul style="list-style-type: none"> • Little Shop of Horrors ➤ <i>Prologue/Little Shop of Horrors</i> ➤ <i>Mushnik and Son</i> • Compositional technique 	AOS2: Popular Music Set Work <ul style="list-style-type: none"> • <i>Feed Me</i> • Compositional techniques • Solo performance 	AOS1: Western Classical 1650-1910 – Unfamiliar Music <ul style="list-style-type: none"> • <i>Coronation Anthems and Oratorios of Handel</i> • <i>Orchestral music of Haydn, Mozart and Beethoven</i> • <i>Piano Music of Chopin and Schumann</i> • Composition 2: Free composition 	AOS1: Western Classical 1650-1910 – Unfamiliar Music <ul style="list-style-type: none"> • <i>Requiem of the late Romantic period</i> • Composition 2: Free composition • Solo performance
Year 11					
Autumn Term		Spring Term		Summer Term	
AOS1: Western Classical 1650-1910 Set Work <ul style="list-style-type: none"> • Set work: Mozart Clarinet Concerto in A: Rondo (3rd mvt) • Composition 2: Free composition submission – half term • Solo performance 	AOS3: Traditional Music – Unfamiliar Music <ul style="list-style-type: none"> • <i>Blues music from 1920-1950</i> • <i>Fusion music incorporating African/Caribbean music</i> • Composition 1: Brief • Solo performance record 	AOS3: Traditional Music – Unfamiliar Music <ul style="list-style-type: none"> ➤ <i>Contemporary Latin Music</i> ➤ <i>Contemporary folk music of the British Isles</i> • Composition 1: Brief 	AOS4: Western Classical 1910+ - Unfamiliar Music <ul style="list-style-type: none"> ➤ <i>Orchestra music of Copland</i> ➤ <i>British Music of Arnold, Britten, Maxwell-Davies and Taverner</i> ➤ <i>Orchestral music of Kodaly and Bartok</i> ➤ <i>Minimalist music of Adams, Reich and Riley</i> • Ensemble performance record • Brief composition D/L 	Revision All coursework marked, moderated and sent to AQA.	

KS5 Curriculum for Music – Edexcel A Level long-term plan

Year 12					
Autumn Term		Spring Term		Summer Term	
<ul style="list-style-type: none"> • Introduction to A Level Music • Extended writing technique • AOS3 Herrmann • AOS3 Elfman • Composition • Recital 	<ul style="list-style-type: none"> • Finish AOS3 Herrmann • Finish AOS3 Elfman • AOS4 The Beatles • AOS4 Bush • Composition • Mock Recital 	<ul style="list-style-type: none"> • Finish AOS4 The Beatles • Finish AOS3 Bush • Composition • Recital 	<ul style="list-style-type: none"> • AOS4 Pine • AOS2 Schumann • Composition • Recital 	<ul style="list-style-type: none"> • Finish AOS2 Schumann • Finish AOS4 Pine • AOS2 Berlioz • AOS5 Shankar • Composition • Recital 	<ul style="list-style-type: none"> • Finish AOS2 Berlioz • Finish AO5 Shankar • AOS5 Debussy • AOS1 Vaughan Williams • Composition • Mock recital
Year 13					
Autumn Term		Spring Term		Summer Term	
<ul style="list-style-type: none"> • Finish AOS5 Debussy • Finish AOS1 Vaughan Williams • Revise set works from Year 12 • Composition • Recital 	<ul style="list-style-type: none"> • AOS1 Bach • AOS6 Saariaho • Composition • Mock recital 	<ul style="list-style-type: none"> • AOS6 Stravinsky • Revision of all set works • Composition • Recital 	<ul style="list-style-type: none"> • Revision of all set works • Composition • Recital 	Revision Compositional techniques exam All coursework finished and uploaded to Edexcel Online LWT.	

Extra-curricular music at Ranelagh

As a Church of England secondary school, music is an intrinsic part of the spiritual and cultural life of the school. The Music Department takes an active role in delivering and promoting both sacred and secular music through high-quality extra-curricular and performance opportunities throughout the year. There are groups available for students of all abilities.

Spiritual life of the school

Ranelagh's Music Department contributes to the following activities throughout the year:

- Year 7 Holy Communion service
- Whole-school Holy Communion services throughout the year
- Founder's Day Holy Communion service
- Christmas Carol service
- Hymn practices
- Hymn singing in assemblies

Music Department concerts and events

The Music Department has a busy schedule of concerts and events, alongside the wider-school activities. These include our annual Christmas Concert, an Autumn Chamber Concert and our prestigious Ranelagh Musician of the Year competition. We also produce a bi-annual whole-school musical in partnership with the Drama Department. Recent productions include Little Shop of Horrors, Footloose, Into the Woods and Guys and Dolls. The department also has a history of running international music tours, featuring the choir and orchestra. We have had the opportunity to perform in the local community, examples including the Sound Around project at The Hexagon, Reading with the Royal Philharmonic Orchestra, the High Sheriff's carol service and at the Royal Albert Hall as part of county-wide schools music concerts.

Extra-curricular ensembles

The Music Department has a varied extra-curricular programme. Throughout the year, various ensembles are offered and these groups have the opportunity to perform in our concerts and events. These groups include:

- Senior Choir
- Chamber Choir
- Junior Choir
- Sixth Form band
- Orchestra
- Woodwind Ensemble
- Worship band
- Whole-school production rehearsals

The extra-curricular programme is designed to ensure that students develop the skills required to participate in music beyond Ranelagh. Rehearsal skills, ensemble skills and being able to follow a conductor are crucial skills when performing in any form of musical ensemble, from amateur choirs to full-time professional orchestras and rock bands. Many of our students play in ensembles outside of school, many to county level, performing on stage at venues such as the Royal Albert Hall.

Music Department Assessment and Feedback policy

- Assessment in the Music Department will follow the whole-school marking and feedback policy whilst being tailored to meet the pedagogical requirements of an outstanding Music Department.
- The main form of assessment in the Music Department is formative assessment in the form of verbal and musical feedback.
- Verbal and musical feedback is proven to be the most efficient and effective way of developing the musical learning, musical development and musical outcomes of students in a music classroom.
- 'Verbal' feedback constitutes talking to the students about what went well and areas of development to be made using high-level musical terminology/language linked to the medium-term plan. Verbal feedback links to the whole-school oracy policy.
- 'Musical' feedback requires the teacher to musically demonstrate examples to the student. Often this is used in conjunction with verbal feedback in order to ensure rapid development of musical skill and technique.
- Lessons at all key stages will feature a mixture of low-stakes activities such as quizzes that require students to regularly access previously taught information. These tasks aim to embed the information into the students' long-term memory
- Regular homework quizzes via Microsoft Forms will be set in order for students to embed, recall and access content taught in lessons.
- Summative assessment for performance and composition happens throughout each medium-term plan (indicated in medium-term documentation). Student performances and compositions are recorded and moderated at department level to ensure consistency of assessment. Marks and/or grades are noted in mark books and recordings saved to the relevant assessment folder.
- Summative assessment for listening/appraising occurs through MS Teams homework tasks for KS3, MS Teams homework quizzes, written listening tests and exam-style questions/essays for KS4 and KS5 as appropriate.
- At KS4 and KS5 a mixture of written, verbal and musical feedback should be provided where appropriate and in accordance with exam board guidelines.

EGSU

- At KS3, assessment pieces for performance and composition should be marked using the whole-school ESGU criteria.
- The 'EGSU' determines overall effort, whilst the number determines the attainment.
- Effort and attainment should not necessarily be linked.
- ESGU grades are recorded in the teacher's mark book and are used as evidence for determining a holistic level during reporting.
- Audio recordings should be made of a selection of students at different ability levels for each assessment. These recordings will be used during department moderation.
- It is acceptable to give an ESGU grade on a topic not on the assessment schedule if you deem it appropriate.
- At KS4 and KS5 a single ESGU for effort can be used for general tasks, where appropriate.

Assessment trackers – KS3

- Each student has an assessment tracker stuck into their Key Stage 3 Music folder.
- Each assessment piece will be given an ESGU grade e.g. E1.
- This tracker should be filled in after each assessment.

Assessment flightpaths – KS3

- There are flightpaths for performing, composing and listening/appraising on a 9-1 scale.
- These flightpaths are to be used holistically during reporting and should not be used for individual pieces of classwork.

- When submitting a grade on a report, the teacher should use all three flightpaths to decide on an overall, holistic grade of where each student is performing currently. N.B - emphasis should be placed on performance and composition at this level.

Key Stage 4 and Key Stage 5 exam board assessment criteria

- At KS4 and KS5 the relevant exam-board mark schemes/assessment criteria should be used and adapted where necessary for each component, where appropriate.

Music Department EGSU assessment criteria

<p>Excellent</p>	<ul style="list-style-type: none"> <input type="checkbox"/> My performance/composition is <u>convincingly performed</u> and <u>all classwork is complete</u>, showing creativity <input type="checkbox"/> I have shown <u>real resilience</u> and/or <u>independence</u> and can <u>self-correct</u> my work <u>accurately</u> when we go through performances/compositions as a class <input type="checkbox"/> I have corrected <u>all</u> pitch and rhythmic errors in my work either independently or by asking for clarification <input type="checkbox"/> <u>My rehearsal skills are excellent</u> – I am keen to have a go and <u>I work excellently, independently/in pairs/in a small group</u>
<p>Good</p>	<ul style="list-style-type: none"> <input type="checkbox"/> My performance/composition is fairly convincingly performed and I have completed all classwork <input type="checkbox"/> I have shown some resilience and/or independence and can self-correct the majority of my work accurately when we go through performances/compositions as a class <input type="checkbox"/> I have corrected most of the pitch and rhythmic errors in my work either independently or by asking for clarification <input type="checkbox"/> I rehearse well most of the time and work well in pairs/a small group
<p>Satisfactory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> My performances/compositions are not always complete <input type="checkbox"/> I have not shown much resilience and/or independence and will usually wait for corrections to be shared or for my teacher to notice that I have not understood <input type="checkbox"/> I have corrected a few pitch and rhythmic errors, but only after being asked to do so. <input type="checkbox"/> I need to be asked to participate and will when this happens but am not always focused when working with others
<p>Unsatisfactory</p>	<ul style="list-style-type: none"> <input type="checkbox"/> My performance/composition is poorly performed and classwork is regularly not completed <input type="checkbox"/> I have shown very limited resilience and/or independence and will not self-correct my work <input type="checkbox"/> I have not corrected any pitch or rhythmic errors in my work <input type="checkbox"/> I will not participate in lessons and am not able to work well with others as I lose focus

Ranelagh School Music Department - Key Stage 3 Assessment Flightpath

Performing

Grade	Year 7	Year 8	Year 9
9	Can perform at Grade 3+	Can perform at Grade 4+	Can perform at Grade 5+
	A confident performance with direction and shape	A convincing performance with direction and shape	A convincing performance with direction and shape
	Can perform more complex instrumental parts in an ensemble	A convincing performance with dynamics and phrasing	A convincing performance with dynamics and phrasing
		Can perform complex instrumental and vocal parts within an ensemble	Can perform complex instrumental and vocal parts within an ensemble
8	Can perform at Grade 2+	Can perform at Grade 3+	Can perform at Grade 4+
	A good performance with a sense of direction and shape	A confident performance with direction and shape	A confident performance with direction and shape
	Can perform confidently as part of an ensemble	Can perform more complex instrumental parts in an ensemble	Can perform more complex instrumental parts in an ensemble
7	Can perform at Grade 1+	Can perform at Grade 2+	Can perform at Grade 3+
	Can play more significant parts with fluency and accuracy	A good performance with a sense of direction and shape	A confident performance with direction and shape
	Can perform with confidence	Can perform confidently as part of an ensemble	Can perform more complex instrumental parts in an ensemble
	Can make adjustments to their part in an ensemble		
6	Can perform with accuracy	Can perform at Grade 1+	Can perform at Grade 1-2 level
	Can play pieces using the right and left hand separately	Can play more significant parts with fluency and accuracy	Can play more significant parts with fluency and accuracy
	Can perform with increasing confidence	Can perform with confidence	Can perform with confidence
		Can make adjustments to their part in an ensemble	Can make adjustments to their part in an ensemble
5	Can perform simple parts with increasing accuracy	Can perform with accuracy	Can perform with accuracy
	Can play simple pieces using the right and left hand separately	Can play pieces using the right and left hand separately	Can play simple pieces using the right and left hand together
	Can perform with some confidence	Can perform with increasing confidence	Can perform with increasing confidence
4	Can perform with some accuracy	Can perform simple parts with increasing accuracy	Can perform simple parts with improving accuracy
	Can perform with limited confidence	Can play simple pieces using the right and left hand separately	Can play simple pieces with one hand
	Can play simple pieces with one hand	Can perform with some confidence	Can perform with some confidence
3	Can perform with minimal accuracy	Can perform with some accuracy	Can perform with some accuracy
	Can perform with very limited confidence	Can perform with limited confidence	Can perform with limited confidence
	Can play very simple pieces with one hand	Can play simple pieces with one hand	Can play simple pieces with one hand

Ranelagh School Music Department - Key Stage 3 Assessment Flightpath

Composing

Grade	Year 7	Year 8	Year 9
9	Can compose extended compositions with a sense of direction and shape	Can compose extended compositions with a sense of direction and shape	Can compose extended compositions with a sense of direction and shape
	8	Can begin to record ideas using staff notation with some accuracy	Can notate using staff notation with some accuracy
7	Can use musical elements imaginatively to sustain and develop musical ideas	Can use musical elements imaginatively to sustain and develop musical ideas	Can use musical elements imaginatively to sustain and develop musical ideas
	6	Can begin to use relevant notations in order to record basic ideas	Can use relevant notations to record basic ideas with some accuracy
5	Can compose music using appropriate musical elements which can include melody, rhythms, chords and structure	Can compose music using appropriate musical elements which can include melody, rhythms, chords and structure	Can compose music using appropriate musical elements which can include melody, rhythms, chords and structure
	4	Can write down their ideas using note names and some simple notations with some accuracy	Can write down their ideas using note names and some simple notations with some accuracy
3	Can compose simple musical ideas using basic musical elements, such as pitch and dynamics	Can compose simple musical ideas using basic musical elements, such as pitch and dynamics	Can compose simple musical ideas using basic musical elements, such as pitch and dynamics
	2	Can interpret simple scores (staff, TAB and graphic) and recognise some symbols from staff notation	Can interpret simple scores (staff, TAB and graphic) and recognise some symbols from staff notation
1	Can compose simple musical ideas with limited musical elements	Can compose simple musical ideas with limited musical elements	Can compose simple musical ideas with limited musical elements
	1	Can perform from very simple notation (written note names or simple graphics) with guidance	Can perform from very simple notation (written note names or simple graphics) with guidance

Ranelagh School Music Department - Key Stage 3 Assessment Flightpath

Listening and Appraising

Grade	Year 7	Year 8	Year 9
9 8	Can identify more common instrumental timbres	Can discern more subtle timbral differences (e.g. clarinet v oboe)	Can discern more subtle timbral differences (e.g. clarinet v oboe)
	Can discuss music more articulately using a range of terminology	Can discuss music articulately using a range of terminology	Can discuss music articulately using a range of more advanced terminology
	Can write about more complex differences when comparing extracts	Can use judgement when comparing extracts	Can use critical judgement when comparing extracts
	Can identify more complex musical features aurally	Can identify complex musical features aurally	Can identify many complex musical features aurally
7 6	Can identify different instrument combinations in the correct context	Can identify more unusual instruments aurally	Can identify more unusual instruments aurally
	Can use a range of terminology to discuss music	Can use a range of terminology to discuss music	Can use a range of terminology to discuss music
	Can identify differences between extracts and articulate this	Can identify differences between extracts and articulate this	Can identify differences between extracts and articulate this
	Can identify musical features aurally	Can identify more complex musical features aurally	Can identify complex musical features aurally
5 4	Can identify different families of instruments	Can identify different families of instruments	Can identify different instrument combinations in the correct context
	Can use some basic terminology to discuss music	Can use basic terminology to discuss music	Can use the correct terminology to discuss music
	Can identify minor differences between different extracts	Can identify differences between different extracts	Can identify more complex differences between different extracts
	Can identify basic features aurally	Can identify basic features aurally	Can identify basic features aurally
3 2	Can identify some basic instruments	Can identify some basic instruments	Can identify some basic instruments
	Can use some very basic terminology when discussing music	Can use some basic terminology when discussing music	Can use some terminology when discussing music
	Can identify basic differences between extracts	Can identify basic differences between extracts	Can identify basic differences between extracts
	Can identify some basic musical features aurally	Can identify some basic musical features aurally	Can identify some basic musical features aurally