BGE Progression Framework to N5

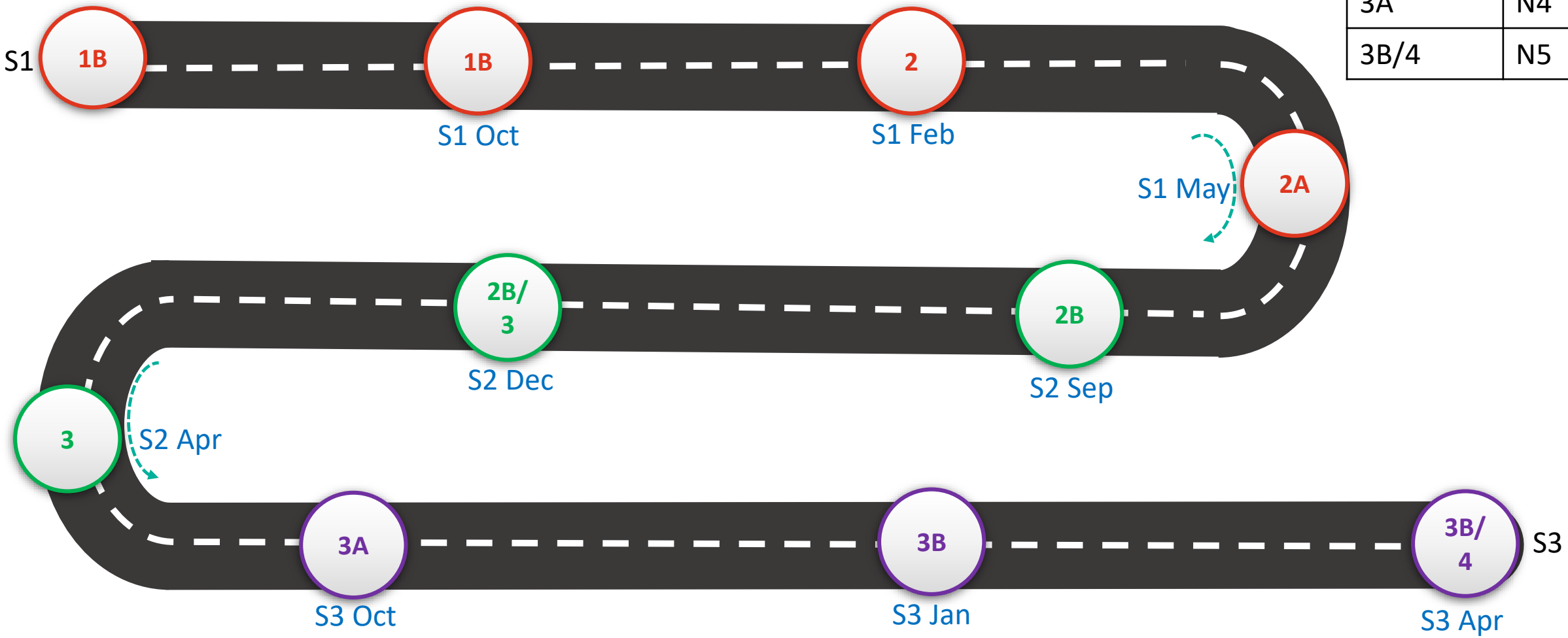
Subject: Music

Music

Music Technology

Next >

By April S3	Pathway
2B	N3
3A	N4
3B/4	N5



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Subject: Music Technology

Music

Music Technology

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By April S3	Pathway
2B	N3
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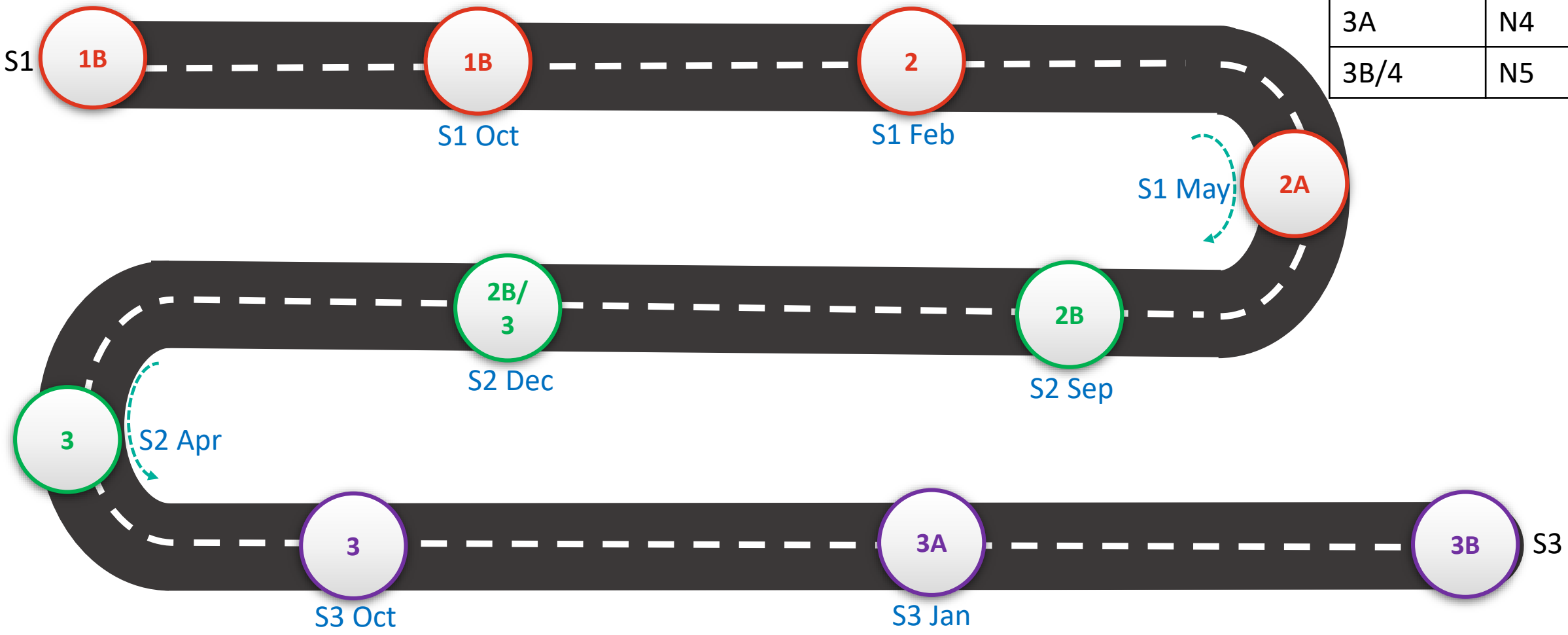

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Next >

Year	Period	Music	Music Technology
S1	August - December	• Twinkle Twinkle Little Star • Merrily We Roll Along • The Scream composition • Instruments of the Orchestra test	
	January - May	• Scottish Music poster • Merrily We Roll Along/Lightly Row • Twinkle Twinkle Little Star/Lazy Bossa Nova • Music literacy test • Someone to Lava	
S2	August - December	• Musicals test • Chosen instrument • Music literacy test	
	January - May	• Guitar melodic/chordal • Blues improvising • Scottish Waltz • Jingle Bells	
S3	August - December	• Scottish Music • Music literacy test • Chosen instrument 1 • Christmas group performance	• Jazz Music • Demonstrate signal path setup • Swing Music • Weather report/Audio book
	January - May	• Vocal music • Chosen instrument 1 • Performance class • Overall course test	• Foley • Group working and recording skills • Radio broadcast showcase • Overall course test

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Type of Assessment

MP = Music Performance
MT = Music Technology

On-Going
High Quality
Periodic

Year Group	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
S1		Presenting: Twinkle Twinkle Little Star – Tuned Percussion	Presenting: Merrily We Roll Along - Keyboard	Creating: The Scream composition	Evaluating: Instruments of the Orchestra test - Listening	Evaluating: Scottish Music poster	Presenting: Merrily We Roll Along/Lightly Row - Keyboard	Presenting: Twinkle Twinkle Little Star/Lazy Bossa Nova – Tuned percussion	Evaluating: Music literacy test	Presenting: Someone to Lava - Ukulele	
S2		Presenting: Guitar melodic/chordal	Creating: Blues improvising - Composition	Presenting: Scottish Waltz – Keyboard+ Tuned Percussion	Presenting: Jingle Bells – Keyboard Tuned percussion	Presenting: Rock Rhythm on Drum-kit	Evaluating: Musicals test	Presenting: Elective instruments		Evaluating: Music literacy test	
S3		**MP** Evaluating: Scottish Music **MT** Evaluating: Jazz Music	**MP** Evaluating: Music literacy test **MT** Presenting: Demonstrate signal path setup - Interview	**MP** Presenting: Elective instruments **MT** Evaluating: Swing Music	**MP** Presenting: Christmas group performance **MT** Creating: Weather report Audio book	**MP** Evaluating: Vocal music **MT** Creating: Foley Chart Run Down	**MP** Presenting: Elective instruments **MT** Presenting: Group working and recording skills	**MP** Presenting: Spring Group Performance	**MP** Presenting: Spring Group Performance **MT** Presenting: Radio broadcast showcase	**MP** Evaluating: Overall course test **MT** Evaluating: Overall course test	

S1-2

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Music - Keyboard

Everyone can…	Most people can…	Some people can…
I can play a simple melody with my right hand, using correct fingering and a relaxed hand position.	I can play with both hands, combining a melody in the right hand with simple chords in the left. I can stay in time when playing both hands together, with rhythm backing.	I can stay in sync with the backing, keeping good timing and control. I can make my performance more polished by adapting to the style of the backing (e.g. pop, classical or jazz). I can perform extension keyboard pieces.

S1-2

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Music – Tuned Percussion

Everyone can…	Most people can…	Some people can…
I can play a simple melody on the glockenspiel, using two beaters, striking the bars cleanly with proper technique. I can hold the beaters correctly, demonstrating good playing technique	I can play a melody using both hands, alternating beaters for smoother playing. I can play in time with others or a steady beat in the background. I can control the dynamics (loud and soft) by adjusting how I strike the bars.	I can play a more complex melody with accuracy and fluid movement between notes. I can adapt my performance to different styles, using dynamics and articulation to match the music. I can use extended performance techniques like rolling and dampening.

S2

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Music – Drum Kit

Everyone can…	Most people can…	Some people can…
I can play a simple beat with two-way coordination (e.g., bass drum and snare). I can keep a steady beat while playing a basic rhythm. I can use proper grip and strike the drum with control.	I can play a simple beat with three-way coordination, adding the hi-hat (e.g., bass drum, snare, and hi-hat together). I can play a steady rock beat for 8 bars without stopping. I can add a simple drum fill using the snare or toms at the end of a phrase.	I can play a beat with four-way coordination, adding the bass, snare, hi-hat, and ride or crash cymbal. I can stay in time while playing with a backing track or along with other musicians. I can use dynamics (louder and softer hits) to make my drumming expressive and suit the music.

S1-2

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Music - Guitar

Everyone can…	Most people can…	Some people can…
I can hold the guitar properly and strum with a steady rhythm. I can play simplified chords (C major, G major, E minor, D7) with correct finger placement. I can perform simple melodies on the B and E strings.	I can play full chords (C major, G major, E minor, D7). I can perform more complex melodies on more than two strings.	I can play while changing between full chords smoothly. I can play along with a backing track, staying in time and adapting my strumming to the style of the music. I can perform extension pieces.

S1-2

< Back

Music - Ukulele

Everyone can…	Most people can…	Some people can…
I can hold the ukulele properly and strum with a steady rhythm. I can play a basic chord (e.g., C major) with correct finger placement.	I can identify and play chords C, Am, F, G. I can use a basic strumming pattern (e.g., down, down-up) to match the rhythm of the song. I can keep in time with others or a metronome.	I can play while changing between basic chords smoothly. I can play along with a backing track, staying in time and adapting my strumming to the style of the music.

S3

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Music – Performing (Elective Instruments)

Everyone can…	Most people can…	Some people can…
I can play a solo piece on one instrument of my choosing. I can play as part of an ensemble.	I can perform at least one solo piece, on each of my two chosen instruments. I can play confidently as part of an ensemble.	I can perform an 8-minute programme of solo music, between two different instruments of my choosing. I can perform confidently, making the most of the following: melodic and rhythmic accuracy; tempo and flow; mood and character; dynamics. I can play confidently, and with flair, as part of an ensemble.

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Task: Weather Report

Apply EQ to a recorded voice to simulate a location-based phone call and add sound effects for weather and ambience.

Criteria	Some people can…	Most people can…	Everyone can…
EQ Application	Creatively applies EQ for on-location sound.	Applies EQ with minor guidance or corrections.	Applies EQ with some assistance.
Sound Effects	Adds appropriate sound effects to complement recording.	Adds basic sound effects.	Applies sound effects with some assistance.
Group Work	Fully contributes to setup, tear-down and recording process.	Contributes to some aspects of setup, tear-down and recording process.	Participates fully when encouraged.
Voice Recording	Produces clear, professional dialogue with no distortion/clipping.	Records clear dialogue independently.	Records clear dialogue with some assistance.

S3

Task: Interview

Objective: Practise interview skills, edit audio, and write a short script of questions.

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Criteria	Some people can…	Most people can…	Everyone can…
Script Writing	Writes a well-structured script with relevant questions.	Produces an engaging script independently.	Produces a script with some assistance.
Interview Skills	Conducts a clear, engaging interview with smooth flow.	Conducts a basic interview independently.	Conducts a basic interview with some assistance.
Editing	Edits smoothly with precise cuts and transitions.	Can edit audio accurately, independently.	Can edit audio with some assistance.
Group Work	Fully contributes to setup, tear-down and recording process.	Contributes to some aspects of setup, tear-down and recording process.	Participates fully when encouraged.
Voice Recording	Produces clear, professional dialogue with no distortion/clipping.	Records clear dialogue independently.	Records clear dialogue independently.

S3

Task: Chart Rundown

Objective: Import songs into Logic Pro X, announce them, and use automation for fade-ins/outs.

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Criteria	Some people can…	Most people can…	Everyone can…
Song Import	Imports and organises songs to a short length.	Imports songs independently.	Imports songs with some assistance.
Automation Use	Applies smooth, professional fade-ins and outs between songs.	Applies basic automation independently.	Needs help to use automation effectively.
Announcing	Effectively records announcements for each song.	Records engaging announcements independently.	Records engaging announcements with some assistance.
Group Work	Fully contributes to setup, tear-down and recording process.	Contributes to some aspects of setup, tear-down and recording process.	Participates fully when encouraged.
Voice Recording	Produces clear, professional dialogue with no distortion/clipping.	Records clear dialogue independently.	Records clear dialogue independently.

S3

Task: Foley "Visit Scotland" Advert

Objective: Add voice over, sound effects, and music to a travel advert video.

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Criteria	Some people can…	Most people can…	Everyone can…
Voice Recording	Produces clear, professional dialogue with no distortion/clipping.	Records clear dialogue independently.	Records clear dialogue with some assistance.
Sound Effects	Chooses creative sounds, accurately synced to match the visuals.	Adds sound effects independently, syncing well with video.	Adds sound effects with some assistance.
Music Integration	Adds music that complements the video.	Adds appropriate music independently.	Adds appropriate music with some assistance.
Group Work	Engages all members, offering constructive feedback.	Contributes to some aspects of setup, tear-down and recording process.	Participates fully when encouraged.

S3

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Task: Advert

- **Objective:** Record a fictitious advert with sound effects, using reverb and delay.

Criteria	Some people can…	Most people can…	Everyone can…
Reverb/Delay	Applies reverb and delay accurately to enhance advert.	Uses reverb and delay successfully and independently.	Uses reverb and delay with some assistance.
Sound Effects	Adds appropriate sound effects to complement advert.	Adds basic sound effects.	Applies sound effects with some assistance.
Advert Script	Produces a creative and engaging advert script.	Produces an engaging script independently.	Produces a script with some assistance.
Group Work	Engages all members, offering constructive feedback.	Contributes and collaborates with group.	Participates fully with some encouragement.

S3

Task: Sports Commentary UNIT

- **Objective:** Record a sports segment, incorporating player statistics, scores, and match analysis.

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Criteria	Some people can…	Most people can…	Everyone can…
Numeracy Application	Accurately integrates statistics (e.g., player performance, scores, percentages) into commentary, explaining them clearly.	Uses basic statistics and can show an understanding of context.	Can formulate answers to numeracy questions.
Commentary Structure	Creates a well-structured segment with smooth transitions.	Commentary is clear and produced independently.	Commentary is clear and produced with assistance.
Data Interpretation	Analyses and interprets stats (e.g., shots on target percentages, transfer values etc).	Uses data in analysis and can show an understanding of context.	Can use data in script with assistance.
Vocabulary & Literacy	Incorporates sport-specific vocabulary and terminology fluently.	Incorporates sport-specific vocabulary and terminology.	Incorporates sport-specific vocabulary and terminology with some assistance.
Voice Recording	Produces clear, professional dialogue with no distortion/clipping.	Records clear dialogue independently.	Records clear dialogue with some assistance.
Group Work	Engages all members, offering constructive feedback.	Contributes and collaborates with group.	Participates fully with some encouragement.
Sound Effects	Selects creative sounds, accurately synced to match the visuals.	Adds effective sound effects independently.	Adds effective sound effects with some assistance.
Learning For Sustainability	Demonstrates a good understanding of some global citzenship issues in groupwork and/or incorporation in script.	Demonstrates some understanding of a few global citzenship issues in groupwork and/or incorporation in script.	Shows understanding of global citzenship issues in groupwork.

S3

BGE - S3 Music Technology

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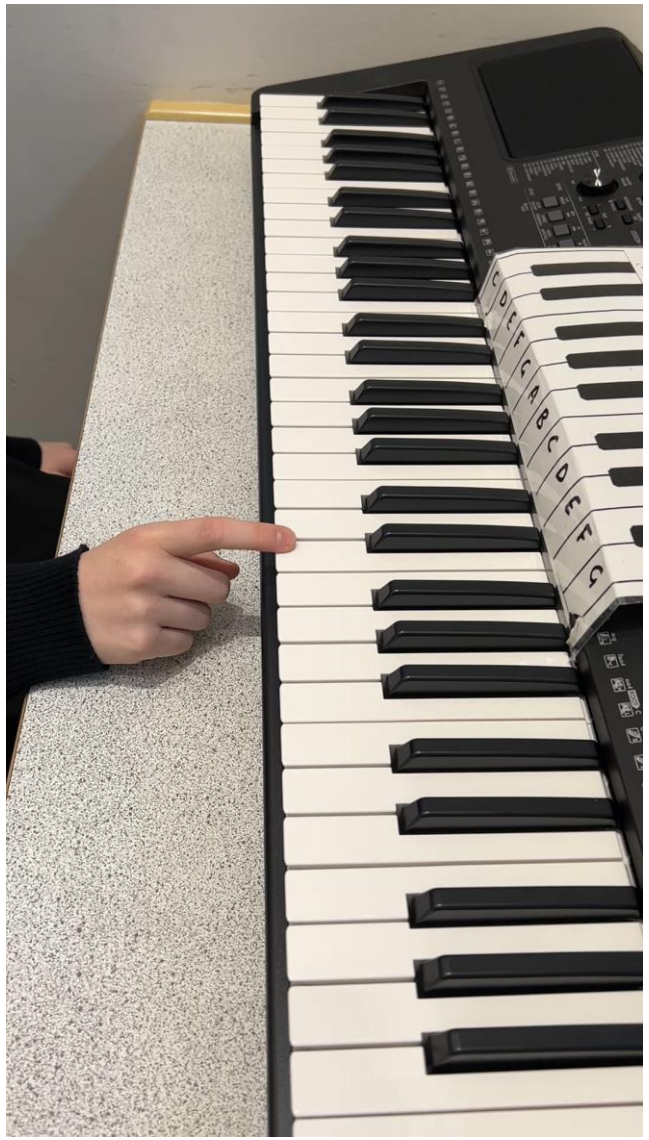
Criteria	Some people can…	Most people can…	Everyone can…
Collaboration	Contributes ideas actively, listens to others' input, and helps set-up and tear-down.	Listens to others and actively contributes.	Contributes, requiring some assistance to share ideas or participate actively.
Problem-Solving	Plans effectively for new tasks for regularly attempts to resolve own technical issues.	Requires some support in planning and organisation.	Requires regular support in planning and organisation.
Music Technology Skills	Demonstrates a strong grasp of Music Technology tools (EQ, reverb, automation, etc.) and applies them confidently across tasks.	Applies most Music Technology tools in the course independently.	Applies Music Technology tools with some assistance.
Listening Skills	Identifies genres, tech processes, effects, music features, instruments, and voices with accuracy and detailed explanations.	Understands most elements, needing occasional support with identifying features or providing details.	Understands some elements, needing support with identifying features or providing details.

1B



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2

2A

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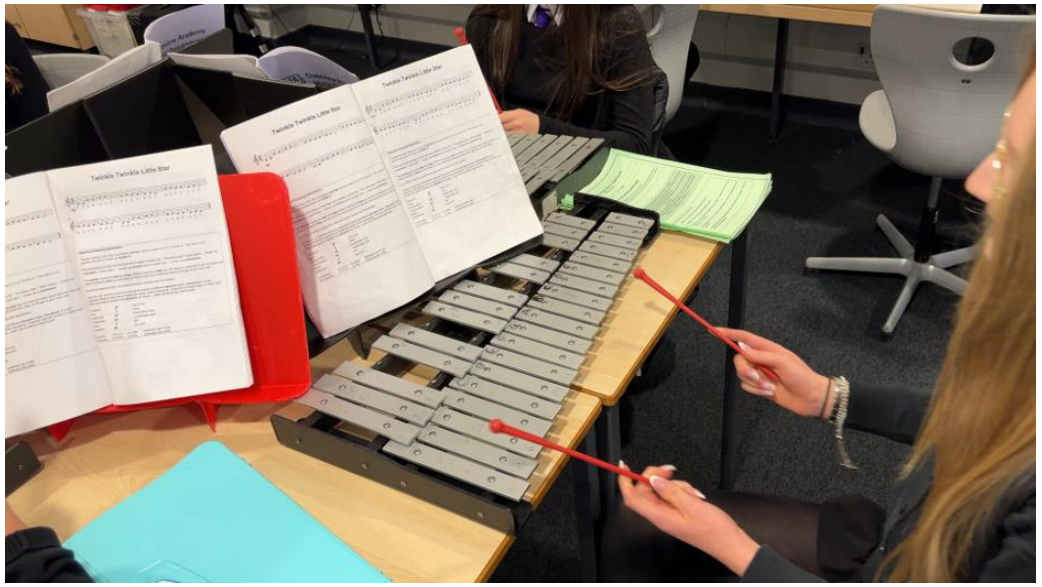
2B



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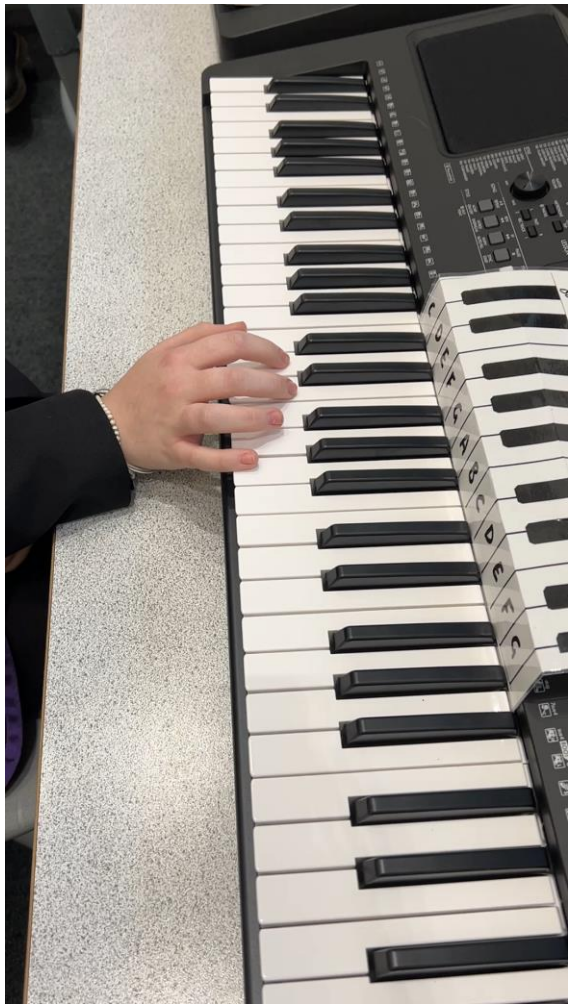
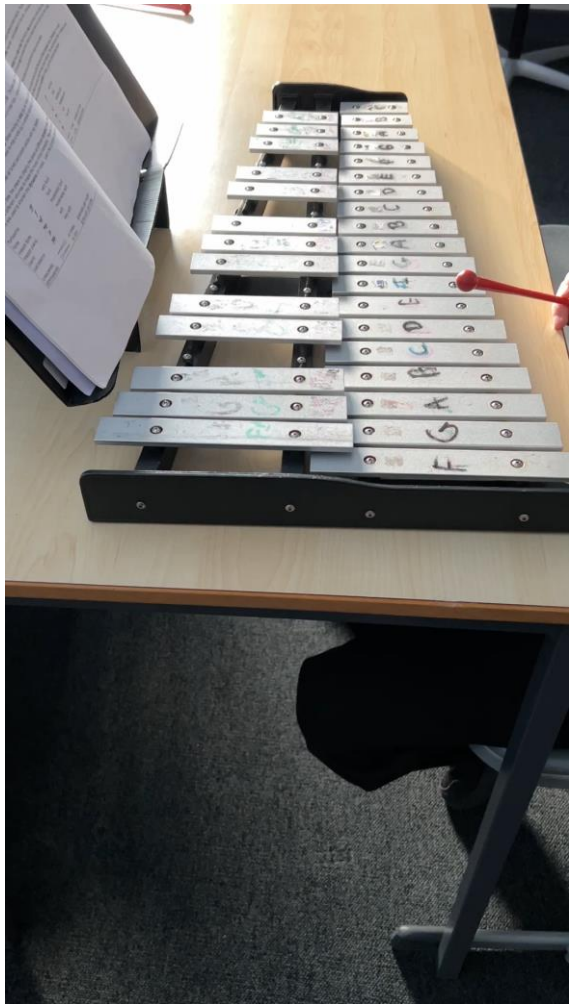
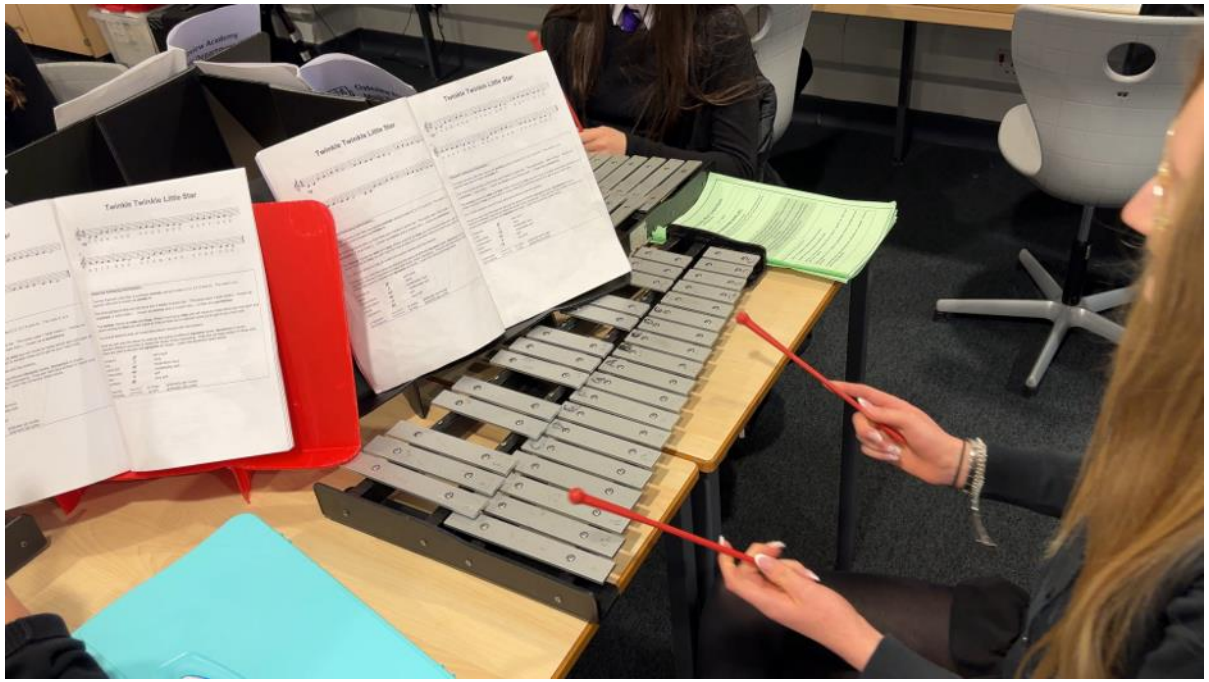




2B/3



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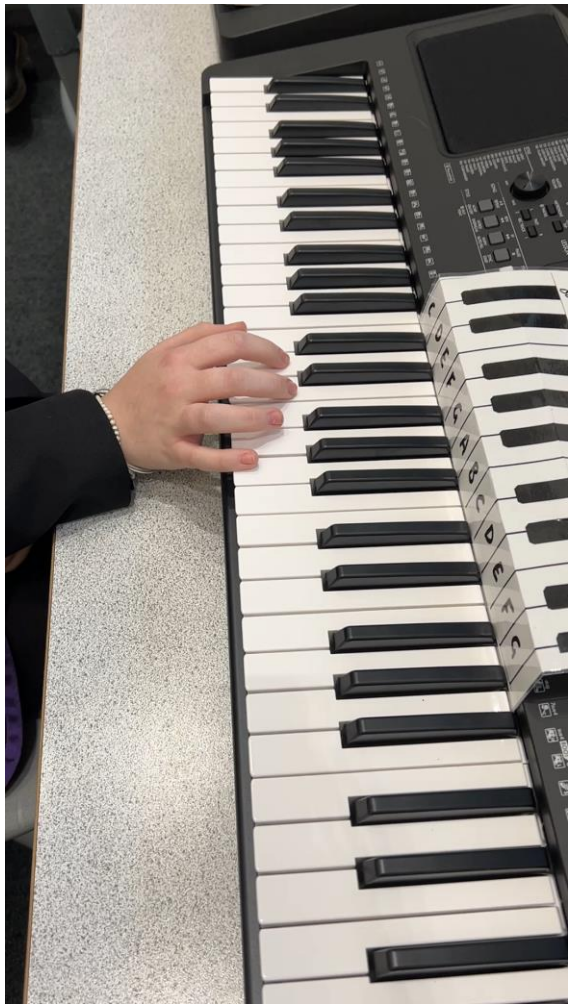

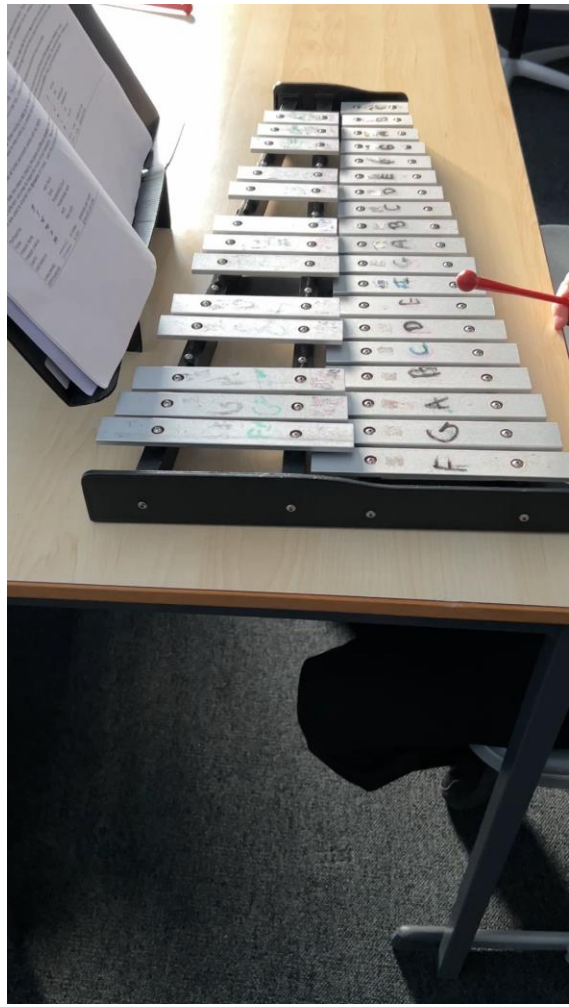

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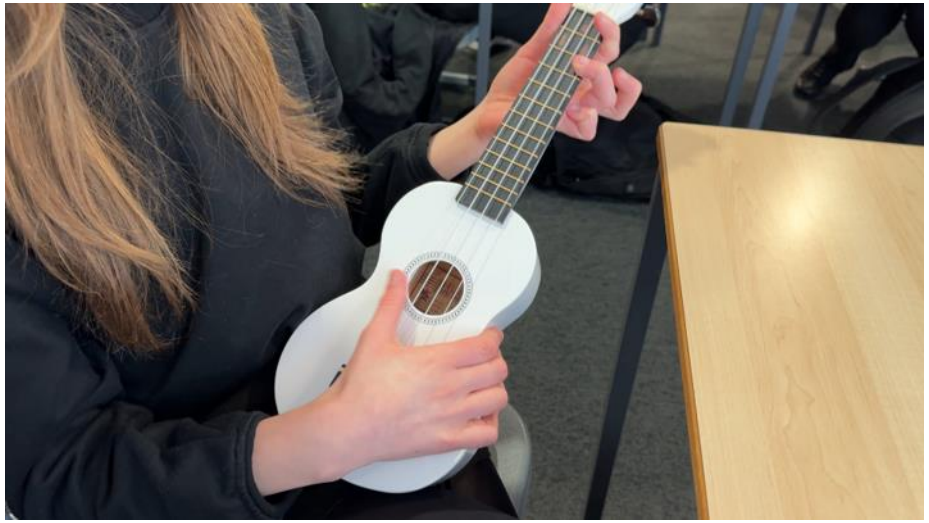

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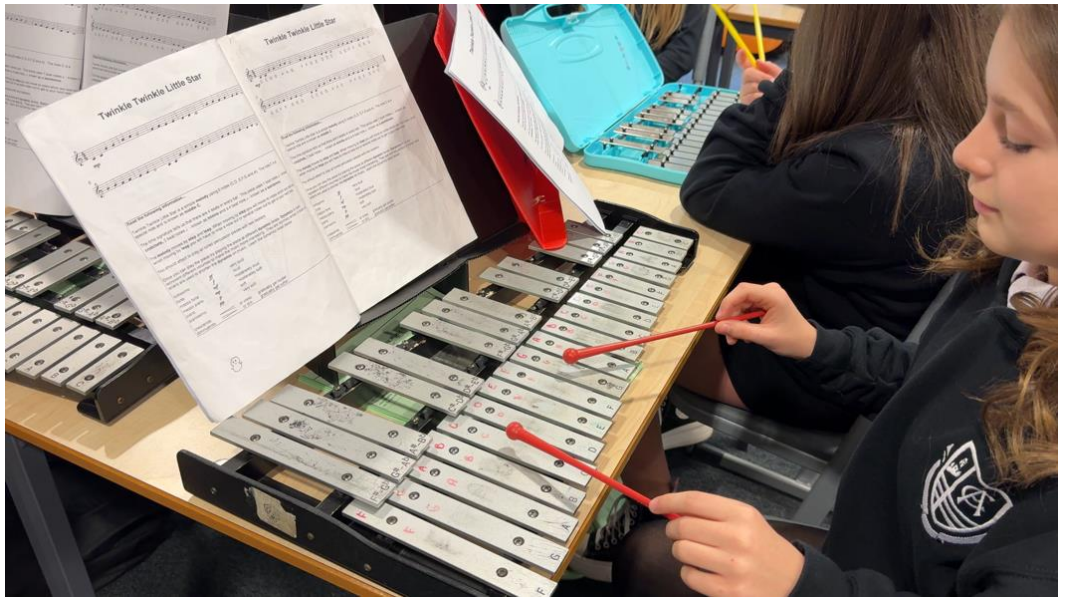

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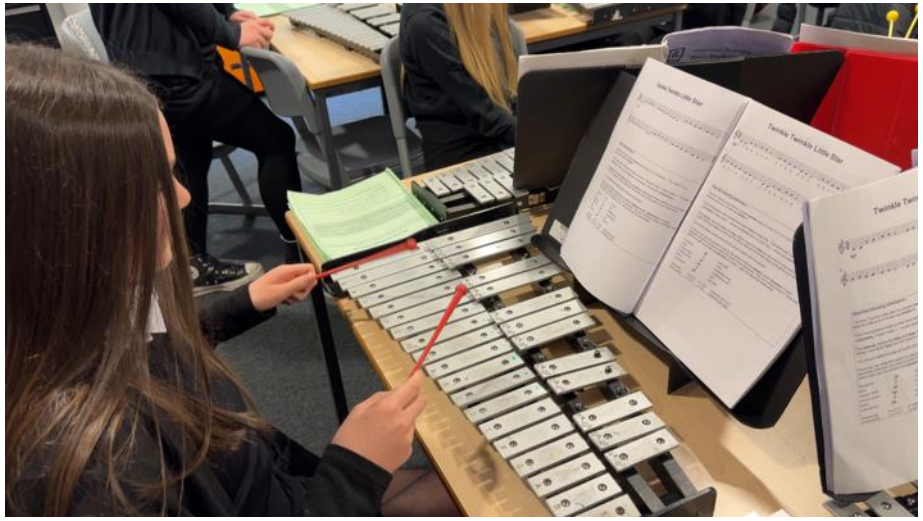

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3A

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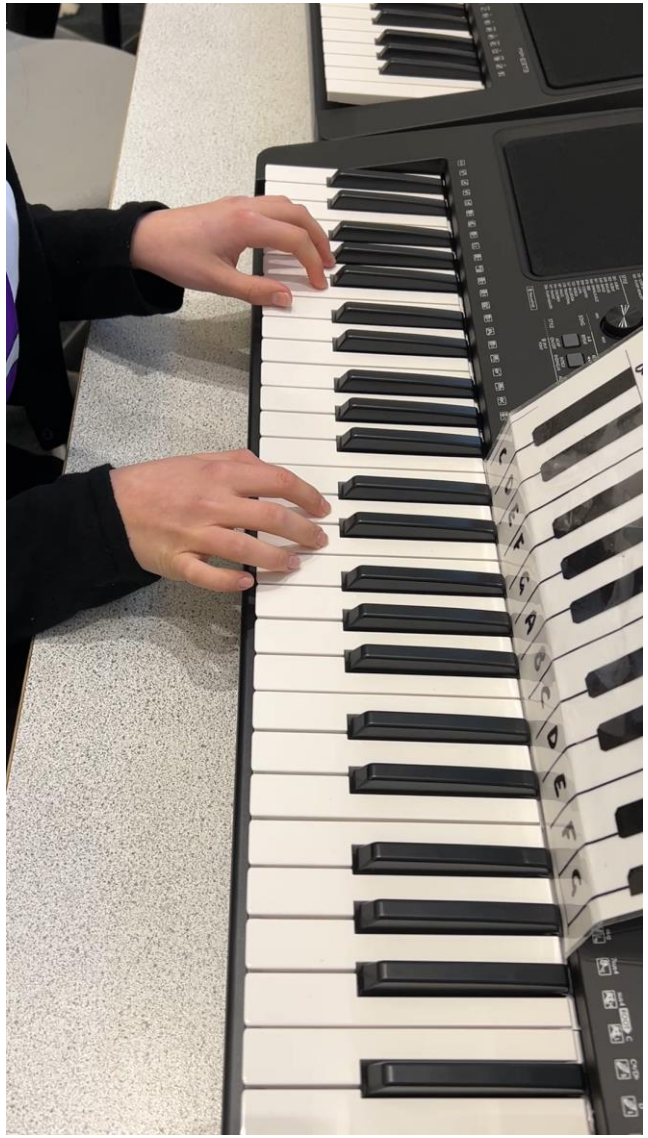
03B

3B/4