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| Level | Music Strand | | |
| **Composing** | **Performing** | **Listening & Appraising** |
| Entry | I can show the ability to work in a team  I can make a limited contribution to a team composition  I can participate in the group composition process  I can order sounds in a creative way | I can participate in a simple singing task  I can follow basic instructions when performing  I can repeat a basic two note ostinato  I can sing a simple tune in an ensemble  I can demonstrate co-ordination on an instrument  I can perform simple patterns on untuned percussion | I can identify different sound sources  I can recognise high and low sounds  I can recognise some simple instrument sounds  I know when a piece is loud or quiet |
| 1 | I can share my own ideas in group tasks  I can select appropriate sounds for compositions  I can explore repeating patterns | I can sing with some accuracy of pitch  I can repeat simple patterns  (clapping/untuned percussion) | I can recognise a range of instrumental sounds  I know some music elements |
| 2 | I can improvise repeated patterns  I can share a range of ideas in group tasks  I can create simple compositions which have a sense of structure  I can work within the given time allocation | I can sing in tune with reasonable fluency and accuracy  I can perform simple parts on the keyboard (note guide + one finger) and tuned percussion (one beater)  I can keep in time with others  I can perform by ear and from simple notations | I can recognise a variety of different instrument sounds, knowing instrument families  I can recognise basic musical symbols  (treble clef, stave etc.)  I know a range of musical elements  I can make some improvements to my own work |
| 3 | I can improvise simple melodic/rhythmic phrases with a small set of given notes  I can create compositions which explore different sounds and the musical elements  I can develop composition ideas in rehearsal time  I can compose using a variety of notations | I can sing in tune and with expression  I can demonstrate reasonable confidence in performances  I know some notes on a musical stave and read fairly accurately from a score with note names  I can keep my own part going in a group performance  I can perform simple patterns on the keyboard and tuned percussion with reasonable fluency and accuracy  I know the notes of the keyboard, with the aid of a note guide | I know the musical elements and can recognise some in listening tasks  I can recognise rhythmic musical symbols (crotchets, minims etc.)  I have a basic understanding of notation  I can suggest improvements to my own and others' work |
| 4 | I can improvise melodic and/or rhythmic material within extended structures  I can use tempo and dynamics creatively  I can refine and improve work effectively in rehearsals, developing initial ideas further | I sing with expression and clear diction  I can demonstrate a high level of confidence in performance  I can maintain an appropriate role within a group (leading, solo part or support)  I know the notes of the keyboard without support  I realised a piece of music using appropriate notation  I perform fluently and accurately on the keyboard and tuned percussion | I can identify different genres of music and their features in a listening task  I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard  I have a reasonable grasp of treble clef notation  I can consider successful/non-successful outcomes and improve my own and others' work |
| 5 | I can make a significant contribution to a group  I can sustain and develop musical ideas  I can use relevant notations to plan and revise material  I can compose music for different genres which explore musical features and devices | I can sing alone with fluency, accuracy and confidence  I can perform two parts with fluency and accuracy on the keyboard and/or my own instrument  I can show awareness of the needs of others in a group task  I can perform longer parts from memory and/or from music notations, showing understanding of the notes on a stave | I can describe and compare musical features in listening tasks, using appropriate vocabulary  I can explore the contexts, origins and traditions of different musical styles  I have a good understanding of treble clef notation  I can evaluate the success of my work and set realistic targets for refinement |
| 6 | I can create coherent compositions, contributing developed ideas to individual and group tasks  I can explore contrasts by exploiting the musical elements  I can support others in composing complementary parts  I can use rehearsal time effectively to refine material | I can sing solo showing excellent technique  I can perform longer parts with reasonable technical skill and expression, using tempo, timbre, dynamics and phrasing  I can show understanding of chords and melodies  I can play from a musical score without the notes written on to assist me  I can coordinate my part with the other performer(s), considering timing | I can analyse music in detail, using key words and musical terms  I can evaluate how different contexts are reflected in my own and others' work  I have a clear understanding of treble clef notation |
| 7 | I can develop highly imaginative and original compositions which explore advanced techniques  I can adapt, improvise, develop, extend and discard musical ideas within chosen musical styles | I can play more challenging parts on my own instrument or the keyboard, following complex rhythms and playing more than one part  I can show ability to read a musical score coherently  I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate | I can write accurate descriptions, using technical vocabulary to give detailed answers  I can read notation accurately  I can evaluate and make critical judgements about the use of musical conventions and other characteristics |
| 8 | I can compose extended, memorable pieces with a sense of direction and shape, with consideration of melody, rhythm and overall  I can explore a range of different styles, genres and traditions  I can make accurate use of appropriate notations, using software if necessary | I can perform extended pieces of music in different styles using relevant notations  I can demonstrate outstanding performance skills, showing high levels of confidence and technical ability  I can collaborate effectively with other performers, showing the ability to direct an ensemble | I can discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and justifying the conclusions that I have drawn  I can demonstrate excellent score-reading skills and a clear understanding of music notation and symbols  I can display excellent knowledge of key words for topics covered and musical terms, with detailed descriptions of musical features identified |
| 9 | Exceeding all criteria of ‘8’ | | |