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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’ | | |

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| Level | Dance Strand | | |
| Creating | Performing | Reflecting |
| Entry | I can remember some simple actions  I can create a phrase | I can participate in part of a group performance | I can identify positive and negative aspects within my work |
| 1 | I can remember a range of actions  I can create phrases based on a stimulus or music | I can participate in a short group performance  I show some consideration of spatial awareness in performance | I can recognise when my own work and the work of others’, could be improved |
| 2 | I can perform simple dance phrase demonstrating choreographic skills | I can use appropriate characterisation in a performance | I can talk about why I made certain decisions in my choreography  I can show a basic understanding of how a stimuli can be conveyed |
| 3 | I can create a choreography using unison and cannon  I can learn teacher led sequences and then use these to develop my own levels  I can create a choreography using a range of stimuli  I can take on feedback to improve my choreography such as using levels and/or contract work  I can sustain a focus within a performance | I can learn a routine and take part in simple performances | I can give suggestions on how work could be improved  I can talk about my work using some dance terminology  I can identify strengths and weaknesses in my own and others work |
| 4 | I can select and apply movement to match the given dance style  I can work confidently in a group using a range of choreographic devices to explore different dance styles and ideas  I can create and rehearse performance that make use of the range of techniques and dynamics to express my ideas  I can give and accept suggestions to/from peers and teachers during the rehearsal process  I can learn and create dances in a variety of styles | I experiment with different actions to create a performance  I can create routines that are appropriate to the given style or stimuli  I can experiment with different styles/actions and dynamics when developing a routine  I improve and refine my performance through the rehearsal process  I can choreograph a short performance for an audience  I can perform a variety of different dance styles | I can reflect on and evaluate my own and other pupils’ work, suggesting improvements  I can use key words when talking about dances that I have seen or participated in  I can discuss the ways that ideas are communicated |
| 5 |  | I use a range of performance skills that are appropriate to the dance style | I can discuss how choreography is developed using different devices  I can make good use of dance terminology |
| 6 | I can create and perform a dance using expressions and physicality  I can contribute to the choreographic process where collaborative involvement is necessary | I can represent performances in a range of styles  I can select and perform appropriate techniques and develop them in rehearsals | I can evaluate my own strengths and weakness in performance and set appropriate targets for improvement |
| 7 | I can create a motif that effectively communicates meaning to the audience | I make full use of the available performance space and resources in my performance | I can recognise and articulate others strengths and weaknesses in a piece of work, suggesting areas for improvement |
| 8 | I can create performances for difference audiences and purposes using various techniques, genres and styles | I refine my work in rehearsal to perform with accuracy and confidence | I can give constructive feedback using dance terminology |
| 9 | Exceeding all criteria of ‘8’ | | |

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| Level | Drama Strand | | |
| Creating | Performing | Reflecting |
| Entry | I can take part in a drama activity | I can participate in part of a group performance | I can identify positive and negative aspects within my work |
| 1 | I can take part in a range of drama activities  I can explore problems in an imagined world and make up plays from stories or other stimuli | I can participate in a short group performance  I show some consideration of movement and voice in performance | I can make simple connections between the dramas I experience and my own life  I can recognise when my own work and the work of others’, could be improved |
| 2 | I can perform my own simple scenes, demonstrating an understanding of drama techniques | I can use my voice and body to create a simple character  I can act out improvised dramas | I can talk about why I made certain decisions in my play  I can show a basic understanding of how meaning can be shown |
| 3 | I can establish a character with control over movement and voice  I can use the dialogue in existing texts as well as creating my own  I can devise plays from a range of stimuli  I can respond to the use of drama techniques to deepen the role or understanding of the situation e.g. hot seating  I can sustain a defined character for a reasonable amount of time | I can learn lines and organise simple performances | I can give suggestions on how work could be improved  I can talk about my work using some technical drama terminology  I can discuss and give reasons for my preferences in the drama I have seen |
| 4 | I can choose vocabulary and movement to match the person, place and time required by my story or situation  I can work confidently in a group using a range of drama techniques to explore situations and devise dramas for different purposes  I can plan and structure performances that make use of the range of techniques and forms to express my ideas e.g. narration and mime  I can devise dramas in various forms based on a range of challenging issues and themes | I experiment with my voice and movements to create or present different characters in performance  I can create characters that are clearly different from myself  I can experiment with voice and gesture in developing a character  I improve and refine my acting or directing through the rehearsal process  I can organise a short, clear and coherent performance for an audience  I can perform clearly defined characters | I can reflect on and evaluate my own and other pupils' work, suggesting improvements  I can discuss basic themes or issues in the dramas that I have watched  I can use technical terms when talking about dramas that I have seen or participated in  I can discuss the ways that ideas are presented and represented |
| 5 | I can create and represent a clearly defined character, adding depth and considering motivation  I can explore and interpret ideas, issues and relationships in my drama work, and structure it using appropriate drama techniques  I can contribute creatively to the devising of drama and recognise that collaborative involvement is necessary  I can make considered use of appropriate theatrical devices and technical effects to establish atmosphere and enhance the whole presentation e.g. using simple props as symbols throughout the piece or creating specific colours in stage lighting and costume | I use a range of different drama techniques in the performances that I present  I can present performances in a range of styles  I can select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsals | I can discuss how plots are developed and characters portrayed  I can make good use of dramatic terminology |
| 6 | I can combine my skills and knowledge of drama to devise plays of different types for different purposes | I make use of the available technology to enhance and support my performances | I can recognise and evaluate strengths and weaknesses in performances |
| 7 | I can make plays which employ symbolic representations or effects to communicate meaning | I make full use of the available performance space and resources in my productions | I can recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement |
| 8 | I can create performances for different audiences and purposes using various techniques, genres and styles | I refine my work in rehearsal, to create a piece of devised work and develop it into a scripted scene | I can structure complex feedback for work using a range of drama terminology |
| 9 | Exceeding all criteria of ‘8’ | | |