

Music

	STRAND 1 Performing	STRAND 2 Composing	STRAND 3 Listening & Understanding
9	All the steps below, and I can also... confidently, accurately and fluently perform complex pieces with expression, demonstrating advanced technical control specific to the instrument.	All the steps below, and I can also... create effective compositions where ideas are developed and maintain interest which show skillful use of the elements in a way that is typical of the style being composed.	All the steps below, and I can also... describe, using musical vocabulary and the elements of music, how the music has met the composer’s intention.
8	All the steps below, and I can also... confidently and accurately perform more complex pieces and fluently, demonstrating good technical control. And make musical adjustments where necessary in my performance.	All the steps below, and I can also... create developed compositions which demonstrate a broader understanding of the elements of music.	All the steps below, and I can also... describe music accurately using subject-specific vocabulary.
7	All the steps below, and I can also... - confidently perform with good intonation (the rise and fall of the voice) and expression. - accurately perform a piece which requires secure technical control, with fluency, accuracy and instrument technique.	All the steps below, and I can also... create and combine a range of parts such as melody, chord progression, bass part and rhythm which is secure; offering opportunity for development.	All the steps below, and I can also... evaluate how the mood or atmosphere of a piece of music has been achieved using music vocabulary.
6	All the steps below, and I can also... - perform with a secure sense of tuning, some expression and dynamics. - accurately and fluently perform a piece which requires secure technical control - show that when performing in an ensemble, can perform an individual part in time with others.	All the steps below, and I can also... create and combine two or more parts such as melody, chord progression, bass part or rhythm which is mostly secure. This may not be a fully developed composition.	All the steps below, and I can also... compare the features of different styles of music using subject-specific vocabulary.
5	All the steps below, and I can also... - sing songs with an octave range with a secure sense of tuning. - perform a simple melody accurately and fluently or perform parts of a piece with increasing control, e.g. movement of hand positions or both hands but with hesitation. - accurately play chords. - keep own part going in a group performance.	All the steps below, and I can also... create and notate effective melodies and/or chord sequences with a sense of style, with a clear structure and appropriate sense of style.	All the steps below, and I can also... - correctly identify and use a range of simple musical vocabulary linked to the elements of music. - recognise and describe a style of music and use appropriate vocabulary to identify some key features of it.
4	All the steps below, and I can also... - sing mostly in tune with others and have clear diction. - accurately perform a simple melody or parts of a melody, with some hesitation. - play triads on the keyboard/instrument but have limited fluency. - play/sing mostly in time with others	All the steps below, and I can also... - create and notate melodies within an agreed structure demonstrating contrasts in a wider range of elements. - compose a simple repeated chord sequence.	All the steps below, and I can also... - identify different styles of music and key features. - identify the metre (how beats are grouped) in a piece.
3	All the steps below, and I can also... - sing with reasonable fluency and accuracy. - accurately perform parts of a piece on an instrument with a limited range of notes, using one or a limited number of fingers if keyboard. - perform from memory or simple notations.	All the steps below, and I can also... show that when composing using an instrument I can create and notate within an agreed structure.	All the steps below, and I can also... - recognise a variety of different instrument sounds, knowing instrumental families. - correctly use some simple elements of music terms e.g. melody, rhythm pulse, harmony.
2	All the steps below, and I can also... - play or sing back simple phrases (e.g. narrow range with note guide, one finger) with some accuracy of pitch and/or rhythm. - show emerging awareness of pulse. - show that when singing or playing with others, I am sometimes in time.	All the steps below, and I can also... - show that when composing using an instrument I can create repeated patterns or melodies with an awareness of rhythm. - create simple melodies using a narrow range of notes. - show that when composing using technology, I can create a short composition some elements.	All the steps below, and I can also... - describe music using basic terms (such as pitch, tempo, texture). - recognise some instrumental sounds.
1	I can... - sing a short melody in a teacher-led ensemble. - repeat a simple pattern (clapping/un-tuned percussion).	I can... - use an instrument, I can explore simple improvisation or melodies. - show that when composing using technology, I can combine pre-existing elements.	I can... recognise variation of basic elements (high/low, fast/slow, thick/thin).