



Making Progress

Music

Grade	<u>Performing:</u>	<u>Composing:</u>	<u>Listening:</u>
Foundation F	I can sing/play (perform) basic phrases with limited accuracy/accurately.	I can use basic stimulus to create a simple ostinato/pattern.	I can identify or name some orchestral/popular instruments.
Working towards W	I can perform basic phrases with some accuracy/accurately.	I can follow a list of instructions to create a rhythmic texture with others.	I can begin to link elements of music to composers' intentions.
1-	I can perform from basic notation/graphic notation with limited success. Is able to maintain a steady pulse (with support) or a simple ostinato in a group texture.	I can enhance rhythmic/vocal texture with use of layering and rests.	I can provide basic feedback to peers given a list of stems/focus points.
1	I can perform from basic notation/graphic notation with some success. Is able to maintain a steady pulse, a simple ostinato or a repetitive line in a group texture.	I can enhance rhythmic/vocal texture with use of layering, rests, accents and dynamics. I can make simple choices from the Elements of music to improve my work (add dynamics or change the timbre, for example).	I can provide basic feedback to peers given a word-bank and exemplar statements.
2	I can perform a simple part in tune using basic notation. I can maintain my part within a texture with some success, using notation.	I can use given patterns/ideas to construct simple pieces with a growing sense of structure. I can compose within a given structure.	I can use the Elements of music reasonably well when providing feedback. I demonstrate that I am able to assess my own progress against success criteria quite successfully.
3	I can perform my own part and show that I can play in time with a group. I can improvise around an idea within given parameters and know how to develop and improve work. I can perform from basic staff notation.	I can combine layers to show developing skills in constructing textural interest. I can add detail and improve graphic notation to include musical elements. I show awareness of textural balance when building compositions (eg layering in GarageBand tasks)	I can suggest improvements to my own work and to that of others. I demonstrate that my appraisal skills are developing and use of musical vocabulary is growing through effective responses to listening questions. I can describe several elements of music when listening.

4	<p>I can perform a more challenging piece with an awareness of how my part fits into the texture.</p> <p>I can perform from more challenging notation with developing confidence.</p>	<p>I can demonstrate a more secure understanding of elements and devices emerging in work.</p> <p>I can use notation when planning compositions and annotate GarageBand screenshots.</p> <p>I demonstrate a secure grasp of devices pertinent to units studied.</p> <p>I can use notation/annotated screenshots to securely track progress from lesson to lesson.</p>	<p>I can identify elements of music and can comment with some security and accuracy.</p> <p>I can provide a more secure appraisal of others' work and an emerging ability to comment on their intentions.</p> <p>I can describe elements of music/devices with accuracy.</p>
5	<p>I can perform more challenging/significant pieces confidently. Refine and adjust performances to accommodate others. Use sophisticated notation to record own work.</p>	<p>I know how to use musical elements/devices covered in class in my compositions.</p> <p>I can use more detailed notation to plan, revise, refine and evaluate work.</p>	<p>I make critical, accurate judgements about the use of devices using appropriate, mature language and terminology.</p> <p>I can break down thoughts and link to compositional intentions.</p>
6	<p>I can demonstrate an awareness of style in my performance and attempt to perform with a sense of loyalty to the genre.</p> <p>I can use detailed, sophisticated notation to record own performances and track progress.</p>	<p>I show a more secure, idiomatic understanding of elements and devices emerging in work.</p> <p>I can justify my compositional choices when reflecting on my work.</p> <p>I demonstrate a secure grasp of devices pertinent to units studied.</p>	<p>I can identify elements of music and can comment with security and accuracy.</p> <p>I can make a more secure appraisal of others' work and am able to comment on their intentions.</p> <p>I demonstrate an ability to draw upon other styles and draw comparisons across genres.</p>
7	<p>I can perform with a sense of style, and loyalty to the genre in question. and attention to detail.</p> <p>I can perform with polish and attention to detail observing all expressive markings.</p>	<p>I know how to compose more complex pieces and demonstrate success in planning and reflection.</p> <p>I use detailed notation to plan, revise, refine and evaluate my work.</p> <p>My compositions are well structured and show a sense of development from start to finish.</p> <p>I demonstrate an understanding of harmony</p>	<p>I can make critical, accurate judgements about the use of devices using appropriate, mature language and terminology.</p> <p>I can make critical judgements about musical conventions, characteristics and examine how they are used.</p> <p>I demonstrate an understanding of different periods and genres in musical history and show an ability pull evidence from this</p>

		through effective chord sequences.	knowledge to reinforce arguments.
8	<p>I can perform more complex material (eg Grade 5 ABRSM or equivalent) and make expressive use of musical elements such as dynamics, articulation and tempo.</p> <p>I can demonstrate an Idiomatic understanding of genre through subtleties in performance and use of extended techniques (eg vibrato).</p>	<p>I demonstrate an emerging sense of personal style which showcases effective and idiomatic use of elements/devices to reflect intentions.</p> <p>I am confident using metre and harmony to underpin my work and utilise modulations (metric and tonal) to add interest to my work.</p>	I am able to make critical, informed judgements about music heard and use this information in longer answers successfully.
9	<p>I can perform very complex material (Grade 6 and beyond) and demonstrate an individual sense of style. My use elements/devices to reflect intentions is idiomatic and professional.</p> <p>I can direct and lead others in performance whilst participating within the texture (group performance).</p>	<p>My composition work demonstrates imagination and a sense of wholeness with a well-planned execution of musical elements/devices. There is a sense of a satisfying musical journey throughout.</p> <p>I can use very detailed notation to plan, revise, refine and evaluate my work. I show careful attention to detail.</p>	<p>I demonstrate accomplished listening skills being able to discriminate and comment on how and why changes occur and assess contribution of significant musicians/composers.</p> <p>I am able to form longer written analyses of the effectiveness of composers in fulfilling intentions.</p>