

Band 3

Recognise and explore the ways sounds can be
COMBINED and USED EXPRESSIVELY

Recognise how the MUSICAL ELEMENTS can be
COMBINED and USED EXPRESSIVELY

Sing songs IN TUNE using a limited range of notes

Perform RHYTHMICALLY simple parts on
instruments that use a LIMITED RANGE OF NOTES

Show some awareness of INTENDED EFFECT

Improvise more complex REPEATED PATTERNS
e.g. an ostinato

COMBINE SEVERAL LAYERS OF SOUND together
when composing

MAKE IMPROVMENTS to your own work
commenting on the INTENDED EFFECT

CREATE SYMBOLS to represent different sounds

Band 4

Identify and explore the relationship between sounds and how music reflects different intentions

Describe, compare and evaluate different kinds of music using MUSICAL VOCABULARY

Sing songs BY EAR and maintain OWN VOCAL PART when singing

Perform on instrument BY EAR maintaining OWN INSTRUMENTAL PART

Maintain OWN PART showing awareness of how different parts FIT TOGETHER

Improvise MELODIC and RHYTHMIC PHRASES as part of a group

Compose by DEVELOPING MUSICAL IDEAS with musical structures

SUGGEST IMPROVEMENTS to your own and other's work

Perform from SIMPLE NOTATIONS e.g. graphic notation, rhythm grids etc.

Band 5

Identify and explore musical DEVICES and how music reflects TIME and PLACE

Analyse and compare different MUSICAL FEATURES in music

Sing parts of songs from MEMORY and sing own SOLO PART

Perform parts on instruments FROM MEMORY and perform SOLO PARTS

Show awareness of OWN CONTRIBUTION to a group

Evaluate how VENUE, OCCASION and PURPOSE affects the way music is created, performed and heard.

Improvise MELODIC and RHYTHMIC material within given STRUCTURES

Compose music using appropriate MUSICAL DEVICES such as MELODY, RHYTHMS, CHORDS and STRUCTURES

REFINE and IMPROVE your own work

Use a VARIETY OF NOTATIONS e.g. graphic notation, staff notation, rhythm grids etc.

Band 6

Identify and explore the different **CONTEXTS** of selected musical genres, styles and traditions

Analyse, compare and evaluate how music reflects the **CONTEXTS** in which it is created, performed and heard

Sing **EXPRESSIVELY** using tempo, dynamics, phrasing and timbre

Select and make expressive use of tempo, dynamics, phrasing and timbre on instruments

Make **SUBTLE ADJUSTMENTS** to fit your own parts within a group performance

Improvise/compose in different **GENRES** and **STYLES**

Use **HARMONIC** and **NON-HARMONIC** devices when composing and **SUSTAIN** and **DEVELOP** musical ideas

Make improvements to your own work in the light of a **CHOSEN STYLE**

USE relevant notations to plan, revise and refine material

Band 7

Evaluate and make **CRITICAL JUDGEMENTS** about the use of musical **CONVENTIONS** and other characteristics and how different **CONTEXTS** are reflected in your own and other's work

Sing in **DIFFERENT STYLES** of songs and sing **DIFFERENT VOCAL LINES/PARTS** within an ensemble

Perform an instrument in **DIFFERENT STYLES** and perform **DIFFERENT LINES/PARTS** within a group

Make a **SIGNIFICANT CONTRIBUTION** to an **ENSEMBLE**

Improvise/compose within given and chosen **MUSICAL STRUCTURES**

Create **COHERENT** compositions, **ADAPTING**, **DEVELOPING** and **EXTENDING** musical ideas

Recognise more **COMPLEX MUSICAL SYMBOLS** e.g. ornaments, accents, tempo and expressions, etc.

MAKE and **JUSTIFY** own **JUDGEMENTS**

Band 8

Discriminate between and EXPLOIT the characteristics and EXPRESSIVE POTENTIAL of different sounds

Discriminate between musical styles, genres and traditions commenting on the RELATIONSHIP between the music and its CULTURAL CONTEXTS justifying your judgements

Sing with a sense of DIRECTION and SHAPE and sing MORE COMPLEX PARTS within an ensemble

Perform on instruments with a sense of DIRECTION and SHAPE and performing more COMPLEX INSTRUMENTAL PARTS within an ensemble

Take on a LEADING ROLE within a group when performing and composing. Give convincing performances and demonstrate EMPATHY with other performers

Improvise with a sense of DIRECTION and SHAPE both melodically and rhythmically and to the overall form

Compose EXTENDED COMPOSITIONS with a sense of DIRECTION AND SHAPE

UNDERSTAND musical notation such as staff notation or tablature in DEVELOPING COMPOSITIONS and INTERPRETING the compositions of others for performance