

## **Band 1**

- Recognise and explore how sounds can be MADE and CHANGED
- Respond to different MOODS in music and recognise CHANGES IN SOUND
- Use the voice in different ways e.g. speaking, singing and chanting
- Repeat short RHYTHMIC and MELODIC PATTERNS on musical instruments
- Perform with an awareness of others
- Improvise simple REPEATED PATTERNS using one note
- CREATE and CHOOSE SOUNDS in response to given starting points
- RESPOND to performances by sharing comments and opinions
- Recognise and use BASIC MUSICAL SYMBOLS

## **Band 2**

- Recognise and explore how sounds can be ORGANISED
- Recognise how the MUSICAL ELEMENTS can be used to create different MOODS and EFFECTS
- Sing simple vocal patterns with a sense of the SHAPE OF THE MELODY
- Perform SIMPLE PATTERNS and ACCOMPANIMENTS on instruments keeping to a steady pulse
- Perform with an awareness of others, improvise simple ACCOMPANIMENTS on instruments keeping to a steady pulse
- Perform with an awareness of others, improvise simple ACCOMPANIMENTS e.g. drones
- Carefully CHOOSE and SELECT SOUNDS within SIMPLE STRUCTURES such as beginning, middle and end
- Make IMPROVEMENTS to your own work
- Represent SOUNDS WITH SYMBOLS e.g. graphic notation

### **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 IMPROVEMENTS 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 instruments 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 indifferent 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 DIRECTIONS 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