

MUSIC	Level	Appraising	Composing	Performing	Musical Literacy
Discovery and exploration	1	Respond to different moods in music; recognise well-defined changes in sounds; identify simple repeated patterns.	Create and choose sounds in response to given starting points	Perform with awareness of others; able to repeat short, simple patterns	
	2	Recognise how the musical elements can be used to create different moods and effects; improve my own work	Choose and order sounds within simple structures (e.g. beginning, middle, end)	Perform simple patterns and accompaniments keeping to a steady pulse	Represent sounds with symbols
	3	Make improvements to my own work, commenting on the intended effect	Recognise and explore the ways sounds can be combined and used expressively Combine several layers of sound with awareness of the combined effect	Perform rhythmically simple parts using a limited range of notes by ear.	
Developing Musician	4	Describe and compare different kinds of music	Compose by developing ideas within musical structures	Perform rhythmically simple parts and basic tunes by ear and from notation; able to hold separate part within group	Read simple notations
	5	Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary; suggest improvements to my own and others' work, commenting on how intentions have been achieved	Compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures	Perform simple pieces by ear and from notation - working at about Grade 1 standard	Able to use appropriate musical vocabulary descriptively
	6	Comment on how music reflects time and place; analyse and compare musical features	Explore different styles, using harmonic and non-harmonic devices; sustain and develop musical ideas to achieve different intended effects	Perform accurately significant parts from memory/notation -equivalent to Grade 2	Able to perform from notations; use a variety of notations
Advanced Musician	7	Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard	Extend and discard musical ideas within given and chosen musical structures, styles and traditions	Able to adjust to others within a group performance; expressive performing - equivalent to Grade 3	Use relevant notations to plan, revise and refine material
	8	Discriminate and explore musical conventions in, and influences on, selected styles and traditions; evaluate, and make critical judgements about the use of musical conventions and other characteristics and how different contexts are reflected in my own and others' work	Create coherent compositions drawing on internalised sounds and adapt, improvise and develop musical ideas	Apply a range of stylistic conventions when performing - equivalent to Grade 4	Evaluate and discuss using appropriate musical vocabulary
	9	Discriminate between musical styles and traditions - commenting on the relationship between the music and its cultural context, making and justifying my own judgements	Development of musical ideas, consistency of style	Skilful and persuasive performance - equivalent to Grade 5	Explore different genres utilizing appropriate notations.
	10	comment on how and why changes occur within selected traditions including the particular contribution of significant performers and composers	Coherent development of musical ideas, consistency of style and a degree of individuality. discriminate and develop different interpretations	Convincing performances; demonstrate empathy with other performers - equivalent to Grade 6 or above	Sophisticated use of musical vocabulary and notations