

9	<p>Analysis – Discriminate and comment on HOW and WHY changes occur within selected traditions, including the particular contribution of significant performers and composers. demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</p> <p>Performance – Develop your own personal style through singing or instrumental work. Demonstrate empathy with other performers. Understand musical notation and interpret others compositions for performance.</p> <p>Composition - Produce compositions that demonstrate consistency of style and a degree of individuality. Understand musical notation in developing compositions.</p>
8	<p>Analysis – Discriminate between and develop different interpretations of sounds. evaluate music to make convincing judgements using musical terminology accurately and effectively</p> <p>Performance – Exploit vocal and instrumental possibilities including expressing your own ideas and feelings. Perform challenging music with a high degree of fluency and sensitivity. Give convincing performances.</p> <p>Composition – Improvise in a personalised style with a degree of individuality. Produce compositions that demonstrate a coherent development of musical ideas. compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development</p>
7	<p>Analysis – Discriminate the expressive potential of different sounds. Be able to justify your judgements and comment on the relationship of traditions between music and its cultural context.</p> <p>Performance – Sing or perform more complex parts within an ensemble clearly always showing a sense of direction, shape and leadership.</p> <p>Composition – Use musical notation such as staff or tab to record and develop ideas and interpret notations in order to perform the work of others.</p>

6	<p>Analysis – Discriminate between and exploit the characteristics of different sounds. Discriminate between musical styles and genres commenting on the relationship between the music and its cultural contexts.</p> <p>Performance –Sing or perform more complex parts within an ensemble. Constantly take on a leading role when performing.</p> <p>Composition – Constantly take on a leading role when composing. Compose extended compositions with a clear sense of direction and shape.</p>
5	<ul style="list-style-type: none"> • Analysis - Make critical judgements on other characteristics and how different contexts are reflected in your own and other’s work. Recognise more complex musical symbols. Demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language <p>Performance - Perform different parts within an ensemble through a range of different styles. Sing or perform with a sense of direction and shape. Perform music with some technical challenges broadly fluently with some sensitivity.</p> <p>Composition – Extend and develop ideas for a composition. Improvise with a sense of direction and shape both melodically and rhythmically. Compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success</p>
4	<p>Analysis –Evaluate and make critical judgements about the use of musical conventions. Evaluate music to make clear judgements using musical terminology appropriately</p> <p>Performance – Sing and perform different styles of music. Make a significant contribution to an ensemble.</p> <p>Composition - Improvise within given and chosen musical structures. Create coherent compositions, adapting and developing ideas.</p>

3	<p>Analysis – Identify and explore the different processes and 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.</p> <p>Performance – Perform expressively using tempo, dynamics, phrasing and timbre. Make subtle adjustments to fit our own parts within a group performance. Improvise in different styles and genres. Make improvements to your own work in the light of a chosen style.</p> <p>Composition - Select and make expressive use of tempo, dynamics, phrasing and timbre on instruments. Use harmonic and non-harmonic devices when composing and sustain and develop musical ideas. Use relevant notations to plan, revise and refine material.</p>
2	<p>Analysis – Analyse and compare different musical features in music. Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. Refine and improve own work.</p> <p>Performance – Sing parts of songs from memory. Attempt to sing a solo part. Show awareness of own contribution to a groups. Improvise melodic and rhythmic material within given structures.</p> <p>Composition – Identify and explore musical devices and how music reflects time and place. Use appropriate musical devices such as melody, rhythms, chords and structures. Use a variety of notations e.g. graphic score, notation, staff notation, rhythm grid.</p>
1	<p>Analysis – Make improvements to work commenting on the intended effect. Identify how music reflects different intentions. Describe, compare and evaluate different kinds of music using musical vocabulary.</p> <p>Performance – Sing tunes in tune with expression using a limited range of notes. Maintain own vocal/ instrumental line within a group showing awareness of how it all fits together. Perform rhythmically on an instrument with a limited range of notes.</p> <p>Composition – Recognise and explore the way sounds and the musical elements can be combined and used expressively. Develop musical ideas with musical structures. Attempt to use simple notations.</p>

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Analysis – Can recognise how a sound is made. Respond to performances by sharing comments and opinions. Represent sounds with symbols and start to recognise and use basic musical symbols

Performance - Can perform with an awareness of others. Perform simple patterns and accompaniments on instruments keeping to a steady pulse. Have awareness of others. Can sing simple vocal patterns with a sense of the shape of the melody.

Composition – Recognise how musical elements can be used to create different moods and effects. Carefully choose and select sounds within simple structures. Combine several layers of sound together when composing.