

Progression Pathway	MUSIC Skills & knowledge
7 – 9	<p>Performs more technically challenging pieces with inconsequential mistakes that do not detract from the intended effect. Excellent intonation. Is able to perform with a secure vocal or instrumental technical ability, demonstrating good tone, dexterity and control. Can accurately follow the expressive directions of a composer/artist, such as dynamics and articulation; performing with a good sense of style and artistic interpretation. Can perform with an idiomatic style suitable for more difficult pieces. Can perform a more difficult part within a group, demonstrating good accuracy of performance and ensemble awareness.</p> <p>Composes successful and memorable melodic phrases according to an intended shape (arch, balanced, question and answer). Can compose with a variety of interesting and complex accompaniment styles, creating a sense of movement and harmonic development and moving within a key that successfully frames a melodic part. Is able to successfully use more complex rhythmic durations, appropriate tempi and compose using different metres to support the intended effect. Can use repetition, development and contrast to produce successful compositions with a strong structural framework. Can exploit all of the musical elements and successfully meet the requirements of a given brief, writing idiomatic instrumental parts that create an intended effect.</p> <p>Can use a wide ranging musical vocabulary showing understanding of basic music theory and can discuss musical features/devices with a good degree of accuracy. Can accurately identify more complex musical features, (syncopation, ostinato, bass line, major key, binary form, pedal note). Can show understanding of the meaning of more difficult musical terms, perhaps specific to instrumental playing styles or genres of music (pizzicato, riff, pedalling).</p>
6 – 8	<p>Can perform more difficult pieces with accuracy of pitch, intonation and rhythm. Performs in a way that demonstrates technical ability in tone, dexterity and control. Is able to follow some of the expressive direction of a composer/artist, such as basic dynamics and articulation. Can perform with a sense of artistic interpretation and idiomatic style. Can perform a more difficult part within a group, demonstrating accuracy of performance and the ability to react to the ensemble as a whole.</p> <p>Composes coherent melodic phrases according to an intended shape (arch, balanced, question and answer). Is able to create a range of accompaniment styles, with sense of harmonic development, within a key that successfully frames a melodic part. Can use a range of more difficult rhythmic durations, appropriate tempi and compose in different metres. Is able to use repetition, development and contrast to produce effective compositions with a simple and recognisable structural framework.</p> <p>Can accurately use, in context, more difficult musical terms, perhaps specific to instrumental playing styles or genres of music (e.g. pizzicato, riff, pedalling). Is able to identify more complex musical features with some degree of accuracy. Uses their imagination to explain and justify how musical features might express qualities such as character, place and emotion</p>
5 – 7	<p>Can perform simple pieces with accuracy of pitch, intonation and rhythm. Performs in a way that demonstrates technical ability in tone, dexterity and control. Is able to follow the expressive directions of a composer/artist, such as dynamics and articulation. Can perform with an appropriate sense of artistic interpretation and idiomatic style. Can perform a simple part within a group, demonstrating accuracy of performance and ensemble awareness.</p> <p>Composes melodic phrases according to an intended shape (arch, balanced, question and answer). Is able to compose using a range of accompaniment styles for a melodic part (e.g. repeating bass line or chord sequence), within a given key. Can use a variety of rhythmic durations to achieve intended effects (e.g. semiquavers to give a sense of pace). Can compose pieces with sensitive and/or striking dynamic changes and articulation to achieve contrast/ for an intended effect. Can compose pieces that show appropriate organisation and sequence within a simple and recognisable structural framework.</p> <p>Is able to accurately use simple musical terms in context. Can accurately identify a pieces musical genre and some basic features of that genre. Is able to use a range of notations (graphic, treble/bass clef and TAB) to record ideas with accuracy and clarity. Can describe accurately how musical features have an effect on the listener. Can use imagination to describe how musical features might express qualities such as character, place and emotion</p>
4 – 6	<p>Can perform simple pieces with reasonable accuracy of pitch, intonation and rhythm. Performs in a way that demonstrates reasonable technical ability in tone, dexterity and control. Is able to follow some of the expressive directions of a composer/artist such as dynamics and articulation. Can perform with a sense of artistic interpretation and idiomatic style. Can perform a simple part within a group, demonstrating reasonable accuracy of performance and ensemble awareness.</p>

	<p>Composes melodic phrases that have a sense of shape (arch, balanced, question and answer). Can compose a simple accompaniment for a melodic part (e.g. repeating semibreve, bass line or block chord sequence). Is able to use simple rhythms and maintain a sense of pulse in compositions to produce a successful sense of movement and fluency. Develops contrast in composition work. Can compose pieces that show appropriate organisation and sequence.</p> <p>Is able to use some simple musical terms in context. Can accurately identify changes in the elements of music using appropriate terminology (shorter/longer note durations, changes in melodic shape, faster/slower tempo). Is able to use a range of musical notation (graphic/treble and bass clef staff notation/TAB) to record simple ideas with a degree of accuracy and clarity. Can imaginatively and appropriately describe the mood or atmosphere of music. Demonstrates an understanding of how some musical features have an effect on the listener.</p>
<p>3 – 5</p>	<p>Demonstrates an ability to perform simple, but full class pieces although these may more regularly be lacking in clear pulse, rhythm or pitch. Performs in a way that demonstrates some technical ability in tone, dexterity and control. Is able to make sudden expression changes with dynamics. Shows some understanding of artistic interpretation and/or idiomatic style. Can perform a simple part within a group, demonstrating awareness of ensemble.</p> <p>Composes melodic phrases that have some sense of shape (arch, balanced, question and answer). Can compose a very simple accompaniment for a melodic part (e.g. drone, ostinato). Is able to use simple rhythms to produce a successful sense of movement and fluency. Shows contrast in composition work. Can compose pieces that show a sense of organisation and sequence.</p> <p>Uses adjectives to describe the mood or atmosphere of musical pieces. Identifies simple musical changes with some degree of accuracy. Can record simple ideas using a range of musical notation (graphic/staff notation/TAB), with some degree of accuracy. Can accurately identify simple musical changes ('loud/quiet', 'up/down'). Demonstrates some understanding of how some musical features have an effect on the listener.</p>
<p>2 – 4</p>	<p>Plays/sings short simple class pieces or parts of pieces and is developing a sense of pulse. Plays parts of pieces in a way that demonstrates some technical ability in control. Shows some understanding of what expression is in performance. Can perform an idea within a group, demonstrating some understanding of ensemble.</p> <p>Composes melodic phrases. Has an understanding of the role of accompaniment. Creates movement in the music through use of rhythm. Has a clear start and/ or end to the music. Is able to partially describe the mood or atmosphere of musical pieces. Identifies simple musical changes with some degree of accuracy.</p> <p>Can record simple ideas using graphic and staff notation with some degree of accuracy. Can accurately identify simple musical changes ('loud/quiet', 'up/down'). Demonstrates some understanding of how some musical features have an effect on the listener.</p>
<p>1 – 3</p>	<p>Is developing a sense of pulse in performance work. Technical control is beginning to develop and work is being made on moving between notes. Can perform an idea within a group with limited accuracy and the flow of the music may regularly be interrupted by mistakes.</p> <p>Composes a simple repetitive melodic ideas within given structures. Can add a simply accompaniment parts such as a drone or ostinato to a created piece. Can make simple choices using the elements of music (loud/quiet, high/low, fast/slow).</p> <p>Is able to partially describe the mood or atmosphere of musical pieces. Identifies simple musical changes with some degree of accuracy, using basic words (fast/slow, loud/quiet). Can notate very simple ideas using graphic or simple staff notation (crotchets and quavers) with some degree of accuracy. Demonstrates some understanding of how some musical features have an effect on the listener.</p>