

Inters Music

| Level | Performing  | Composing   | Appraising  |
|-------|---|---|---|
| 1     | Pupils are able to use their voices in a musical way and demonstrate a rhythmic sense of pulse. They can sing or play a classroom instrument in response to a simple stimulus. They can perform short patterns learned by ear or from simple notation on tuned and un-tuned percussions instruments.  | Pupils can select and order sounds for a purpose. They can use and create symbols to represent sounds and understand how the musical elements can be used to create different moods and effects. They can organise sounds within simple structures such as beginning, middle and end. They will be able to use the pentatonic scale successfully  | Pupils are able to recognise and explore the ways in which sounds can be combined and used expressively. They can aurally recognise developments in known genres of music. Pupils can express their opinions about a piece of music using everyday vocabulary. They can make basic comparisons and evaluations between pieces   |
| 3     | Pupils are able to sing in tune with expression and confidence. They are able to maintain a part within a small group, and if required, switch to a different part. They can perform short pieces from memory, and from notation, although they will not yet be fluent at reading musical notation. They will be able to improvise short patterns and perform them confidently to the rest of the class.  | Pupils will compose melodic and rhythmic material using given structures. They will attempt to compose pieces for three or more players. Pupils will begin to explore major and minor scales, although may not yet have a fully developed sense of melodic shape. Pupils can compose with different musical elements and will record their work using an appropriate form of notation. They will work within given styles and will compose music for different occasions.   | Pupils can identify and explore musical devices and how music reflects time, place and culture. Pupils are able to analyse and compare different music features using an appropriate musical vocabulary. They can evaluate how venue, occasion and purpose affect the way music is created, performed and heard. Pupils are able to make critical judgements about their own work and that of their peers, phrasing their comments constructively to encourage future progress and development. |
| 5     | Pupils are able to perform extended parts from memory. They will also be fluent at reading musical notation, and may be learning more than one instrument. They will have an understanding of the techniques required to perform in different styles and genres. They will be able to lead group performances and offer advice to others to enable group performances to be improved. Pupils can adapt their own part to fit within a group performance. Pupils are able to improvise extended pieces with a sense of direction and shape | Pupils are able to compose extended compositions with a sense of direction and shape. They can make accurate use of a range of notations and clefs. They will successfully use major and minor scales to shape their work. They will compose in different styles, genres and traditions using a range of musical devices. They will arrange, improvise, develop, extend and discard musical ideas. They will plan, revise and refine their work. They will be able to create coherent compositions by drawing on internalized sounds and also musical | Pupils are able to discriminate between musical conventions, and understand how selected styles, genres and traditions have been influenced. They can evaluate and make critical judgements about the use of musical conventions and other characteristics. They will be able to identify how different contexts and styles are reflected in their own work and that of others. They will be able to justify their own judgements using an extensive musical vocabulary.                        |

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|  |  | stimuli. They will be able to lead group composition work. |  |
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