

Music Lower Transits

Level	Performing	Composing	Appraising
1	Pupils are able to sing with a sense of the shape of the melody, and can perform percussion patterns in time. They can respond confidently to a stimulus. They can perform short pieces from memory, and will understand the theory of musical notation, although they will need to write in the letter names of notes during practice sessions.	Pupils can select and order sounds for a purpose, creating successful short phrases. They can represent sounds with relevant symbols or letter names and use the elements of music to create different moods and effects. They can organise sounds within simple structures, and begin to add additional sections such as an introduction or coda. They will be using all twelve notes of the chromatic series, but their music may not have a successful sense of shape.	Pupils can identify and explore the relationship between sounds and how music reflects different intentions. They can describe, compare and evaluate different kinds of music using a mixture of appropriate musical vocabulary and everyday language. They will understand and be able to describe how music is affected by time, place and culture.
3	Pupils are able to sing in tune and with confidence. They will be prepared to sing to the rest of the class as a soloist or in a very small group. They will be experienced at singing in parts, and will listen carefully to intonation, adapting where necessary. Pupils will be able to perform pieces from memory, and will use musical notation, although they may have to add some letter names to the score to aid fluency. They will be able to improvise patterns with an awareness of musical style.	Pupils will be able to compose melodic and rhythmic material within given structures, extending them creatively where appropriate. They will successfully combine parts to create group compositions. Pupils will understand the differences between major and minor scales, and will have also experienced other tonal systems from around the world. Pupils will exploit the musical elements to good effect, and will record their work using an appropriate form of notation. Pupils will write music in different styles, and will plan revise and refine their ideas.	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 appropriate musical vocabulary and positive language which inspires their classmates to further progress
5	Pupils are able to perform and improvise extended pieces with an authoritative command of style, genre and tradition. They will be fluent at reading notation, with competence in more than one clef. They will be able to use a variety of techniques to perform in different traditions and genres. They will be able to coach small ensembles and take a leading role in group	Pupils are able to create coherent and extended compositions with a clear sense of direction, structure and shape. They will record their work accurately using staff notation. They will use major and minor scales in their work, and will also experiment with chromaticism. They may explore tonal systems from around the world in their work. They will compose with an authoritative command of style,	Pupils are able to discriminate between musical conventions and styles and describe how selected styles, genres and traditions have been influenced. Pupils are able to analyse music at a level usually expected during the study of GCSE music. Their understanding of musical theory will be well advanced. Pupils can evaluate and make critical judgements about the use of musical

	<p>performance work. They will understand when their part is important in an ensemble, and allow others to dominate when musically necessary. They will be accomplished performers.</p>	<p>genre and tradition. They will arrange, improvise, develop, extend and discard musical ideas. They will plan, revise, reflect, analyse and refine their work. They will be able to take inspiration from the musical world around them, and also draw on internalized sounds. They will lead group composition work, and be able to assist their peers.</p>	<p>conventions and other characteristics, justifying their opinions with clear reasoning and an extensive musical vocabulary. They will be able to lead other students in the discussion of music. They will be able to discuss, with authority, the contribution of significant performers and composers.</p>
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