

MUSIC LEVEL DESCRIPTIONS

| | Level 4 | Level 5 | Level 6 |
|--------------------------|--|--|---|
| Performing Skills | <ul style="list-style-type: none"> • I can perform from memory, from graphic score and from keyboard charts. • I can keep my own part going in a performance. • I can know where to start and stop in my performance | <ul style="list-style-type: none"> • I can perform music with melodies and chords • I can play a solo part • I play with confidence and control • I can play in time with others | <ul style="list-style-type: none"> • I can perform with expression and sensitivity. • I can listen carefully to others in my group and adjust my part to fit in • I use tempo, dynamics, timbre and phrasing to create a musical performance |
| Composing Skills | <ul style="list-style-type: none"> • I can improvise melodies and rhythms • My pieces have a clear structure: a clear beginning, middle and ending. • I can develop musical ideas within a structure • I can use the Sibelius program to input simple rhythms and treble clef notation | <ul style="list-style-type: none"> • I use melodies, rhythms and chords when creating my own music • I use a variety of ways to write down my music, including; graphic score and chord symbols • My pieces have a clear structure • I can improvise melodies and rhythms within a structure • I can use the Sibelius program to input a variety of rhythms and treble and bass clef notation | <ul style="list-style-type: none"> • I can compose music in different styles and can create different moods with my music • I make use of the expressive use of dynamics, tempo and timbre in order to get the effect I want • When I am creating my own music, I constantly change and try out new ideas in order to make my piece as good as possible • I can use Sibelius to input a wide variety of rhythms, treble and bass clef notation and chords |
| Appraising Skills | <ul style="list-style-type: none"> • I know, understand and can use the words relating to the musical elements, such as pitch, tempo and dynamics • I can spot similarities and differences in music • I can suggest ways to improve my work • I can listen with some discrimination to a range of music | <ul style="list-style-type: none"> • I can listen carefully to a wide range of music and select musical features • I can make improvements to my work by throwing out, changing and developing musical ideas • I can evaluate my work in relation to the task set and assess how successful it is. | <ul style="list-style-type: none"> • I can listen carefully to a wide range of music and talk about how it reflects the time and place it comes from • I can make improvements to my own work and suggest how others may make improvements • I have a broad musical vocabulary |

| | Level 7 | Level 8 | |
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| Performing Skills | <ul style="list-style-type: none"> • I can perform in many different styles • I am confident in reading different notations • I have a sense of style when I perform • I perform with control and sensitivity • I can perform music that is of increasing difficulty and make use of extension tasks in lessons | <ul style="list-style-type: none"> • I can improvise and perform music with a sense of shape and direction • I can perform in different styles • I have my own ideas about how a piece of music should sound and I can perform it with my own interpretation • I can perform by ear and from notation | |
| Composing Skills | <ul style="list-style-type: none"> • When I create music, I use ideas I can hear in my head • I can create music in many different styles • I can structure my work well and my compositions have a feeling of being complete • I can use the Sibelius program confidently, combining a range of instruments • When composing, I improvise develop, extend, adapt and discard musical ideas | <ul style="list-style-type: none"> • I can improvise and compose music with a sense of direction and shape • I make use of different musical styles but I also challenge these by making use of my own ideas • I can use the Sibelius program confidently, combining a range of instruments and use extended harmony | |
| Appraising Skills | <ul style="list-style-type: none"> • I have a good knowledge of different musical styles and can recognise features of the music identifying the time and place it comes from • I have knowledge and listening experience of some composers and performers of different times and places | <ul style="list-style-type: none"> • I am able to comment on the reasons why certain musical styles have certain features. • I have knowledge and listening experience of a range of composers and performers of different times and places • I have an extensive musical vocabulary | |