



Skill	Emerging	Developing	Secure	Mastered
Singing	Students can sing with a sense of the shape of the melody.	Students can sing in tune.	Students can in tune with accuracy and an awareness of expression.	Students can sing fluently and hold a harmony line when part of a group.
Playing	Students can perform simple patterns & accompaniments.	Students can perform simple melodic and rhythmic parts keeping to a steady pulse. They can improvise repeated patterns.	Students can perform by ear and from notations, and can maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They can improvise melodic and rhythmic phrases as part of a group performance.	Students can perform significant parts from memory and from notations. They have an awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support. They improvise melodic and rhythmic material within given structures, using a variety of notations
Composing/Improvising	Students can choose and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. Students can represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects.	Students can combine several layers of sound with an awareness of the combined effect. They recognise how the different musical elements are combined and used expressively.	Students can compose by developing ideas within musical structures.	Students can compose music for different occasions using appropriate musical devices.
Critical Awareness	Students can refine own music after suitable reflection.	Students can suggest appropriate refinements to practical music.	Students can identify the relationship between sounds and how music reflects different intentions. They can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Students are able to justify choices and responses to music.	They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. They refine and improve their work.
Spiritual, moral, social and cultural development	Students are aware of how own part fits with other people. Is willing to participate in corporate music making activities.	Students can engage in purposeful rehearsal.	Students do not give up on musical ideas too soon.	Students are resilient to set backs in musical rehearsal.

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Singing	Students can sing in tune with expression.	Students can in tune with accuracy and an awareness of expression	Students can sing fluently and hold a harmony line when part of a group.	Students can hold a harmony line as part of a smaller group.
Playing	Students can perform simple melodic and rhythmic parts keeping to a steady pulse. They can improvise repeated patterns.	Students can perform by ear and from notations, and can maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They can improvise melodic and rhythmic phrases as part of a group performance.	Students can perform significant parts from memory and from notations. They have an awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support. They improvise melodic and rhythmic material within given structures, using a variety of notations.	Students can select and make expressive use of tempo, dynamics, phrasing and timbre in performance. They make subtle adjustments to fit their own part within a group performance.
Composing/Improvising	Students can combine several layers of sound with an awareness of the combined effect. They recognise how the different musical elements are combined and used expressively.	Students can compose by developing ideas within musical structures.	Students can compose music for different occasions using appropriate musical devices.	Students can compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, and achieving different intended effects. They can use relevant notations to plan, revise and refine material.
Critical Awareness	Students can suggest appropriate refinements to practical music.	Students can identify the relationship between sounds and how music reflects different intentions. They can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Students are able to justify choices and responses to music.	They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. They refine and improve their work.	Students can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.
Spiritual, moral, social and cultural development	Students can engage in purposeful rehearsal.	Students do not give up on musical ideas too soon.	Students are resilient to set backs in musical rehearsal.	Students are prepared to take creative risks in music making. Students can deal with performance related anxiety in an appropriate fashion.

Skill	Emerging	Developing	Secure	Mastered
Singing	Students can in tune with accuracy and an awareness of expression.	Students can sing fluently and hold a harmony line when part of a group.	Students can hold a harmony line as part of a smaller group.	Students can use their own voice as an instrument appropriate to the musical context.
Playing	Students can perform by ear and from notations, and can maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They can improvise melodic and rhythmic phrases as part of a group performance.	Students can perform significant parts from memory and from notations. They have an awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support. They improvise melodic and rhythmic material within given structures, using a variety of notations.	Students can select and make expressive use of tempo, dynamics, phrasing and timbre in performance. They make subtle adjustments to fit their own part within a group performance.	Students can perform in different styles, making significant contributions to an ensemble and can use relevant notations.
Composing/Improvising	Students can compose by developing ideas within musical structures.	Students can compose music for different occasions using appropriate musical devices.	Students can compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, and achieving different intended effects. They can use relevant notations to plan, revise and refine material.	Students can create coherent compositions drawing on internalised sounds. They can adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions.
Critical Awareness	Students can identify the relationship between sounds and how music reflects different intentions. They can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Students are able to justify choices and responses to music.	They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. They refine and improve their work.	Students can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.	Students can evaluate, and make critical judgements about, the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.
Spiritual, moral, social and cultural development	Students do not give up on musical ideas too soon.	Students are resilient to set backs in musical rehearsal.	Students are prepared to take creative risks in music making. Students can deal with performance related anxiety in an appropriate fashion.	A student shows an emerging personal musical identity and shows an awareness that affective responses to music differs according to the individual. Students encourage others to articulate their affective responses.