

LEVELS IN NATIONAL CURRICULUM MUSIC

Level 1

<p>Pupils recognise and explore how sounds can be made and changed.</p> <p>They use their voice in different ways such as speaking, singing and chanting. They perform with awareness of others.</p> <p>They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</p> <p>They respond to different moods in music and recognise well defined changes in sounds, identify simple repeated patterns and take account of musical instructions.</p>	I know how to make a sound on several musical instruments, e.g. drum, triangle, recorder, keyboard.
	I can play and sing quietly and loudly.
	I can play and sing short notes and long notes.
	I can play and sing high and low notes
	I can take part in a group song performance
	I can perform simple rhythms and songs by copying.
	I can choose sounds to represent ideas, e.g. horses hooves, money jingling, wind whistling etc
	I can say whether music sounds happy or sad, and move to music according to how it feels, e.g. marching, sliding, jumping or dancing.

Level 2

<p>Pupils recognise and explore how sound can be organised.</p> <p>They sing with a sense of shape of the melody. They perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>They choose carefully and order sounds within simple structures such as beginning middle and end in response to given starting points.</p> <p>They represent sounds with symbols and recognise how the musical elements can be used to create different moods or effects. They improve their own work.</p>	I can keep a beat on my own
	I can copy and play simple rhythms in time with other people.
	I can make up rhythms and patterns.
	I can play at different speeds (tempi) and in different pulses (meters)
	I can sing songs with others or on my own, remembering the tune and keeping in time.
	I can make up short musical patterns in a group or on my own with a beginning, middle and end, using different instruments or sounds.
	I can use my own made up symbols to represent sounds.
	I can describe music using element words such as high, low, slow, fast, long or short sounds and say how they affect the mood of the music.

Level 3

<p>Pupils recognise and explore how sounds can be combined and used expressively.</p> <p>They sing in tune with expression. They perform rhythmically simple parts that use a limited range of notes.</p>	I can select a sound or instrument to achieve an effect. e.g. bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful.
	I can change the way I play an instrument, learning and applying skills and techniques, to achieve different effects, e.g. damping a cymbal or letting it ring, using soft or hard beaters etc

<p>They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.</p> <p>They recognise how the different musical elements are combined and used expressively and make improvements to their work , commenting on the intended effect.</p>	I can use crescendo (getting gradually louder), diminuendo (getting gradually quieter), and changes in tempo to create effects.
	I can play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance.
	I can sing simple songs in tune with expression as part of a group or on my own.
	I can improvise or perform cyclic patterns as part of a group performance in time with different patterns played by others, varying the effect e.g. by changing dynamics or timbres.
	I can suggest improvements to group compositions, using the appropriate element vocabulary, and comment on whether the result has the intended effect.
Level 4	
<p>Pupils identify and explore the relationship between sounds and how music can reflect different intentions.</p> <p>They perform by ear and from simple notation, they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</p> <p>They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others work, commenting on how intentions have been achieved.</p>	I can compose music as part of a group from different starting ideas, e.g. a sea soundscape, a clock shop at midday or a haunted house
	I can suggest appropriate sounds and instruments to achieve an effect for a purpose, e.g. rhythmic pulse fo a march, quiet singing for a lullaby, strong beat for dance music, etc.
	I can perform music as part of a group that uses appropriate sounds to achieve an intention, e.g. creating background music for different scenes of a story or play.
	I can create and interpret simple graphic scores and recognise some symbols from staff notation.
	I can play a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round
	I can make up short tunes and rhythms and organise them in structures such as 'call and response', 'ternary' or 'rondo' forms.
	I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect, and why (or why not).
	I can identify or suggest purposes for musical extracts, e.g. signature tune for a TV programme, film scores, ceremonial fanfares, dance music
	I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.

Level 5

Pupils identify and explore musical devices and how music reflects time and place.

They perform significant parts from memory and from notations with awareness of their own contribution, such as leading others, taking a solo part and/or providing rhythmic support.

They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms chords and structures.

They analyse and compare musical features. They evaluate how venues, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.

I can identify and use 4 and 8 bar phrases in group and individual compositions.

I can form and use basic triads in compositions, e.g combining primary triads in 8 bar phrases or using minor triads to create sad or dramatic music.

I can improvise musical phrases and use them to develop compositions using repetition and structures such as ternary, rondo or verse chorus forms

I can recognise and describe music and musical instruments from different cultures and geographical regions, e.g. Balinese Gamelan, African Drumming, Western Symphony Orchestra

I can recognise and describe music and musical instruments from different periods of history, e.g. medieval or renaissance recorders, classical piano or clarinet, modern electric guitars and synthesisers.

I can compose, improvise and perform music using historical or cultural structures such as the 12 bar blues, balanced phrases, whole tone scales or tone rows.

I can use notation, such as staff notation, tablature or my own methods, to record and develop compositions.

I can make up music for occasions, such as a Christmas carol or a song for a leaver's service.

I can play an individual role in a group performance, from memory or by reading notation, playing solos, accompaniments or directing the group.

I can suggest and implement improvements to a composition or performance, commenting on reasons for the success or failure of changes, and reworking and rehearsing to sustain improvement.

I can describe and compare pieces of music using appropriate musical vocabulary and commenting on structures, phrasing and effects such as ritenuto, crescendo, staccato etc.

Level 6

Pupils identify and explore the different processes and contexts of selected musical genres and styles.

They select and make expressive use of tempo, dynamics, phrasing and timbre.

They make subtle adjustments to fit

I can name composers and styles of music associated with different historical periods. e.g. Bach and the Baroque Suite, Haydn and the Classical Symphony, Brahms and the Romantic Concerto, Lennon and McCartney and 60's pop songs.

I can explain the influence of historical events on

<p>their own part within a group performance.</p> <p>They improvise and compose in different styles and genres, using harmonic and nonharmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects. They use relevant notations to plan revise and refine material.</p> <p>They analyse, compare and evaluate how music reflects the context in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.</p>	music e.g. importance of the church in early western music, or of technological advances in 20th century music
	I can take part in performances of music from different times and places showing an understanding of the techniques and style of the piece, awareness of different roles, and appropriate levels of skill and sensitivity to the overall effect.
	I can play a significant part in group composition, helping to shape music by suggesting tempo, dynamics, timbres (different instrumental or vocal sounds) and phrasing.
	I can create compositions using chord progressions with more complex chords such as seventh chords, developing ideas in different ways such as varying chord patterns, developing bass lines and combining melodies.
	I can describe the main features of a number of different genres, e.g use of counterpoint in Baroque music or the movements of a classical symphony, and make an informed judgement of the period or culture in which a piece of music was created.

Level 7

<p>Pupils discriminate and explore musical conventions in, and influences on, selected genres, styles and traditions.</p> <p>They perform in different styles, making significant contributions to the ensemble and using relevant notations.</p> <p>They create coherent compositions drawing on internalised sounds and adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, genres, style and traditions.</p> <p>They 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.</p>	I can recognise and use more complex structures in my compositions such as Sonata Form, Verse Chorus Structures, modulation to different keys, changes in tonality etc.
	I can explain in greater detail the relationship between selected genres of music and their historical or cultural context. e.g the influence of multitrack recording on popular music, or the influence of the impressionists on early 20th Century French composers.
	I can perform as part of a group, vocally or on an instrument, short pieces by composers from different genres or styles, maintaining a part that may be different from other members of the group with sensitivity to the overall performance.
	I can use musical notation, such as staff notation or tablature, to record and develop ideas, and interpret notations in order to perform the work of others.
	I can recognise the music of different cultures and historical periods explaining why a selected extract comes from a particular genre by referring to musical features and contextual material.

Level 8

Pupils discriminate and exploit the characteristics and expressive potential of selected music resources, genres, styles and traditions.

They perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrase and overall form.

As above and including... They explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations and both following and challenging conventions.

They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, making and justifying their own judgements.

I can compose and perform longer pieces of music that imitate and demonstrate a detailed understanding of the devices and conventions of different genres.

I can demonstrate high levels of skill in performance with expression and technique appropriate to the chosen performance style and genre.

I can improvise and develop my own musical ideas, showing a practical application of conventions and devices appropriate to the style of my work.

I can understand and use appropriate notations such as staff notation or tablature in developing compositions and interpreting the compositions of others for performance.

I can comment in detail about the way a composer has produced a piece of composition, e.g commenting on keys and modulation, textures and timbral combinations, form and structure, exposition, development, recapitulation etc., comparing it with what is typical for the style or genre concerned.