

Rivers Academy Age Related Expectations - Music

| | End of KS2 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------|---|--|---|--|---|---|
| Singing | I can sing a broad range of songs | I can sing in time and in tune. I can add expression through changing dynamics I can sing in an ensemble to an audience. | I can sing confidently with a sense of ensemble. I can hold my individual part when singing in harmony | I can sing a range of different styles with a sense of ensemble and performance. My performances are accurate and expressive. | I can communicate with an audience when singing. I can hold my part in at least 2-part singing. | I can sing accurately, with expression and a secure technique. I can hold my part in a 3 or 4 part piece. |
| Performing | I can play instruments in both a solo and ensemble context. | I can perform with accurate pitch and rhythm. | I can add expression to my performance by adding dynamic contrasts and phrasing. | I can add expression to my performance with dynamic contrasts, phrasing and articulation. | I can take part in an extended performance confidently to an audience as a soloist and in an ensemble | I can perform as a soloist for at least a minute. My performance is accurate and fluent and has expression through dynamics, articulation and phrasing. |
| | I am improving my accuracy, fluency, control and expression when I perform. | I can hold my part in a group performance | I can demonstrate well rehearsed beginning and endings to my pieces. | I can perform with a sense of style. | I can perform accurately and with expression, in a stylistically appropriate way | I can perform in an ensemble for at least a minute. I can adjust to other parts and show a good awareness of balance |
| Composing | I can compose simple music for a purpose. | I can compose short melodies within a scale/set of notes. | I can compose melodies with a question-answer phrase | I can compose musical ideas that can represent a character or mood. | I am able to explore the development of musical ideas and extend them where needed | I can compose an extended piece of music to meet a set brief. |

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| | I can use and understand staff and other musical notations. | I can compose ostinato/rhythm patterns | I can compose chord patterns with a bass line. | I can change a range of musical elements to create a variation of a theme. | I can change a range of musical elements in a remix to create music in a different style | I can compose in a recognised musical structure, with original melody and harmony. |
| Listening and Appraising | I can listen with attention to detail and recall sounds with increasing aural memory. | I can identify and describe different musical elements | I can recognise and identify the musical characteristics of a variety of different styles. | I can understand and be able to recognise a variety of different musical development techniques | I can demonstrate, through aural identification, knowledge of a range of musical elements, contexts and language. | I can demonstrate aurally, accurate knowledge of a wide range of musical elements, contexts and language. |
| | I can appreciate and understand music from different traditions and from great composers. | | | | | I can evaluate music to make convincing judgements using musical terminology accurately |
| | I have started to develop an understanding of the history of music. | I can recognise and correctly identify a range of different instrumental sounds. | I can understand the role of musical context on a piece of music. | I can reflect upon and improve their own work in relation to style and context | I can evaluate music to make judgements using musical terminology | I can apply my knowledge of a piece of music to a written score |
| | | | | | | I can discuss a composer's purpose, using musical terminology accurately. |