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Attainment Target: Music

Level 1

Pupils sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, pupils choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre.

Level 2

Pupils sing songs comprising a **limited range of notes, keeping broadly in tune**. They play a **simple pattern on a percussion instrument** in time to a steady beat. They choose and **organise sounds** in response to a given stimulus and **create short melodic patterns**, showing **some control of musical elements**. They make broad distinctions within musical elements and **use simple terms to describe** how they are used for expressive purposes.

Level 3

Pupils sing songs in tune and **control their breathing** in order to enhance their performance. They **play an instrumental part** using a **limited range of notes**. They work **with others to create compositions** which have a **simple musical shape, revising** their ideas where necessary. They make **distinctions** within musical elements and **discuss** how effectively these elements are used.

Level 4

Pupils sing and **play, showing control of musical elements**; they maintain a part as a member of a group **in a simple part song** and maintain **an individual instrumental part** in a group piece. Working with others, they **devise and undertake simple development** of musical ideas to **produce compositions**, demonstrating **understanding and appropriate use of musical elements**. They make distinctions within musical elements in **describing, comparing and evaluating** different kinds of music drawn from the Key Stage 2 Programme of Study.

Level 5

Pupils **demonstrate fluency** in singing and playing a **broad repertoire**; they maintain a part as a member of a group in a part song and maintain an individual instrumental part in a group piece. Working with others, they **develop and organise material** within appropriate musical structures and they **evaluate and refine** their compositions. They **discriminate** within musical elements and **recognise the main characteristics** of a variety of music, drawn from the Key Stage 2 Programme of Study.

COMMENTS