

	TECHNICAL SKILL	ENSEMBLE AWARENESS	COMPOSITION	MUSIC TECHNOLOGY	THEORY	LISTENING AND APPRAISAL	REFINEMENT
MASTER	Sings/plays with excellent musical expression and communicates effectively with an audience.	Can lead a group confidently, aware of all parts of the group at all times, uses non-verbal cues to bring the group back together.	Can start a composition independently and create their own material without intervention on any given theme/stimulus.	Can independently record themselves using studio equipment, transfer to a composition interface and manipulate the recording.	Be able to harmonise in more complex keys.	Demonstrate elements of perfect pitch/perfect rhythm. Write about music in a sophisticated way evaluating the effectiveness of the composers intentions.	Lead a purposeful rehearsal and direct the progress by making a significant contribution.
EXPERT	Demonstrates advanced musical techniques on a given instrument or voice.	Is able to perform a confident solo part in an ensemble performance and re-join performances without prompt.	Compose an effective piece of music demonstrating creativity and imagination within a set brief.	Able to record using studio equipment and navigate more sophisticated interfaces with more complex controls.	Be able to harmonise in simple keys (less than 2# or b) and understand major/minor scales.	Listen to music, describing changes and compare to other pieces. Write and transcribe using complex rhythms and pitch including compound time, ledger lines and ties.	Critique own performance, set meaningful targets and make consistent improvements as a result.
PROFICIENT	Sings/plays in tune and time with confidence – displaying a style in accordance to the musical context.	Recognise a mistake in performance and attempt to rectify without prompt.	Can produce a physical or digital score including pitched and rhythmic notation and use of some extended devices or techniques.	Uses music technology beyond the basic interface.	Read more complex rhythms such as ties and syncopation, and read extended pitch beyond an octave (ledger lines).	Make links between different musical styles and begin to explain composers intentions.	Notice what needs to improve about individual performance and set meaningful targets which have a marked impact on success.
COMPETENT	Demonstrates musical technique with confidence on a given instrument or voice.	Can hold their own part in an ensemble performance.	Compose an effective piece of music which has a clear sense of style, structure and purpose.	Is competent and confident with their use music technology – making their own inputs.	Read longer rhythmic notation (minim, semi-breve, dotted) and one octave in bass clef.	Listen to music and notice and describe changes. Write and transcribe using simple rhythms and pitch, including longer and dotted notes.	Notice what needs to improve about individual performance and set meaningful targets with some impact on success.
SECURE	Sings/plays more or less in tune and time following the contours of a song/melody.	Responds to musical and non-verbal cues in performances.	Compose a functional piece of music which meets the demands of the brief and has a sense of structure, style and purpose.	Uses music technology with confidence, using their own inputs.	Begin to recognise pitches to an octave in treble clef on the stave.	Apply terminology correctly when discussing music from different styles. Listen, transcribe and write simple rhythms in 4/4.	Rehearse as an ensemble and make own suggested improvements.
DEVELOPING	Produces musical output on a given instrument or voice with basic technique.	Shows awareness of how their own part fits into ensemble most times	Produce a physical or digital score including some rhythmic and pitched notation and use of element.	Uses music technology with some accuracy, using a mixture of pre-recorded loops and samples as well as some of their own basic inputs.	Begin to read simple straight rhythms in 4/4 (crotchet, quaver/semi-quaver).	Listen to music and identify some instruments and make basic comments on some elements heard such as dynamics and tempo.	Notice what needs to improve about individual performance but targets may not necessarily make immediate impact on success.
EMERGING	Sometimes produces musical output on a given instrument/ voice with some basic technique.	Shows some awareness of how their own part fits into ensemble performance.	Produce a graphic score format with some success.	Begun to use music technology with some accuracy using pre-recorded loops and samples	Responds to simplified notation graphic score with some accuracy of rhythm/pitch.	Understand difference between dissonance and consonance. Discuss music from different styles using prompts.	Rehearse with teacher prompts for improvement.