Music

Currently the criteria links do not go anywhere. Later we will provide pages of guidance and link to useful free supporting resources but this is going to take some time to develop. We thank you for your patience.

Level 1 Unit 1 - Music

1. The learner will participate in activities related to sound and music.

1.1 I can recognise and explore how sounds can be made and changed [1]

1.2 I can use my voice in different ways such as speaking, singing and chanting [2]

1.3 I can perform with awareness of others [3]

1.4 I can repeat short rhythmic and melodic patterns [4]

1.5 I can create and choose sounds in response to given starting points [5]

1.6 I can respond to different moods in music [6]

1.7 I can recognise well-defined changes in sounds [7]

1.8 I can identify simple repeated patterns [8]

1.9 I can take account of musical instructions [9]

Level 2 Unit 1 - Music

1. The learner will organise sounds musically improving their own work.

1.1 I can explore the organisation of sounds [11]

1.2 I can sing with a sense of the shape of the melody [12]

1.3 I can perform simple patterns and accompaniments keeping to a steady pulse [13]

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1.4 I can choose carefully and order sounds within simple structures such as beginning, middle and end [14]

1.5 I can choose and order sounds in response to given starting points [15]

1.6 I can represent sounds with symbols [16]

1.7 I can identify how musical elements can be used to create different moods and effects [17]

1.8 I can improve my own work [18]

Level 3 Unit 1 - Music

1. The learner will recognise and explore the ways sounds can be combined and used expressively.

1.1 I can sing in tune and with expression [20]

1.2 I can perform rhythmically simple parts that use a limited range of notes [21]

1.3 I can improvise repeated patterns [22]

1.4 I can combine several layers of sound with awareness of the combined effect [23]

1.5 I can identify how different musical elements are combined and used expressively [24]

1.6 I can make improvements to my own work, commenting on the intended effect [25]

Level 4 Unit 1 - Music

1. The learner will identify and explore the relationship between sounds and how music reflects different intentions.

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1.1 I can perform by ear and from simple notations [27]

1.2 I can maintain my own part with awareness of how different parts fit together to achieve an overall effect [28]

1.3 I can improvise melodic and rhythmic phrases as part of a group performance [29]

1.4 I can compose by developing ideas within musical structures [30]

1.5 I can describe, compare and evaluate different kinds of music [31]

1.6 I can use appropriate musical vocabulary [32]

1.7 I can suggest improvements to my own and others' work [33]

1.8 I can comment on how musical intentions have been achieved [34]

Level 5 Unit 1 - Music

1. The learner will put their music into context including performance, composition and appreciation.

1.1 I can identify and explore a range of musical devices [36]

1.2 I can identify how music reflects time, place and culture [37]

1.3 I can perform significant parts from memory and from notations [38]

1.4 I can lead others, take a solo part or provide rhythmic support [39]

1.5 I can improvise melodic and rhythmic material within given structures [40]

1.6 I can use a variety of notations to compose music for different occasions using appropriate musical devices [41]

1.7 I can analyse and compare musical features [42]

1.8 I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard [43]

1.9 I can refine and improve my work [44]

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Level 6 Unit 1 - Music

1. The learner will contribute to making music expressively, cooperating with others across a range of styles.

1.1 I can identify and explore the different processes and contexts of selected musical styles, genres and traditions [46]

1.2 I can select and make expressive use of tempo, dynamics, phrasing and timbre [47]

1.3 I can make subtle adjustments to fit my own part within a group performance [48]

1.4 I can improvise and compose in different styles and genres [49]

1.5 I can sustain and develop musical ideas using harmonic and non-harmonic devices [50]

1.6 I can plan and achieve a range of musical effects [51]

1.7 I can plan, revise and refine material using relevant notation [52]

1.8 I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard [53]

1.9 I can make improvements to my own and others' work in the light of the chosen style [54]

Level 7 Unit 1 - Music

1. The learner will demonstrate a discrinating approach to identifying, selectiing and making music.

1.1 I can discriminate between musical conventions in, and influences on, selected styles, genres and traditions [56]

1.2 I can perform in different styles, making significant contributions to the ensemble and using relevant notations [57]

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1.3 I can create coherent compositions drawing on internalised sounds [58]

1.4 I can adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions [59]

1.5 I 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 [60]

Level 8 Unit 1 - Music

1. The learner will exploit the characteristics and expressive potential of music, by performing, improvising and composing to good effect.

1.1 I can select musical resources on the basis of style, genre and tradition [62]

1.2 I can perform, improvise and compose extended works with a sense of direction and shape, both within melodic and rhythmic phrases and overall form [63]

1.3 I can explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations [64]

1.4 I can follow and challenge musical conventions [65]

1.5 I can discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, justifying my judgements [66]

Level 9 Exceptional Performance Unit 1 - Music

1. The learner will demonstrate a mature and discriminating approach to music, confidently expressing their own ideas and feelings through composition, performance and appreciation.

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1.1 I can discriminate between and develop different interpretations of music [68]

1.2 I can express my own ideas and feelings in a developing personal style [69]

1.3 I can exploit instrumental and vocal possibilities [70]

1.4 I can give convincing performances demonstrating empathy with other performers [71]

1.5 I can compose music that demonstrates a coherent development of ideas, consistency of style and a degree of individuality [72]

1.6 I can comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers [73]

Source URL: https://theingots.org/community/ncu1mu

Links
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[30] https://theingots.org/community/ncl4u1mux#1.4

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