

	Step 1	Step 2	Step 3	Step 4
I am a performer	<p>I can play my instruments safely and pick them up and put them down quietly</p> <p>I can sit or stand to perform</p> <p>I can remain quiet whilst waiting for a turn</p> <p>I can watch and follow the leader's signals</p>	<p>I can sit silently with an instrument</p> <p>I can perform to people I don't know</p> <p>I can respond to the needs of different performing locations</p> <p>I can practice and refine performances in groups and as a class</p>	<p>I can perform as part of a team</p> <p>I can carry on if I make a mistake</p> <p>I can change the way music is performed to reflect occasion</p> <p>I can perform by ear and by using forms of notation</p>	<p>I can play confidently to a variety of audiences</p> <p>I can play in an ensemble, taking an individual part and showing an awareness of balance</p> <p>I can lead a group by counting in, beating time etc</p> <p>I can recover from mistakes in a performance</p>
I am a composer	<p>I can take turns at pattern making</p> <p>I can put my sounds together with someone else's</p>	<p>I can choose and order sounds and patterns</p> <p>I can compose in a small group with other children</p>	<p>I understand that composers think and plan, make music and try to make it better</p> <p>I can both be in charge of a group, and take directions when working on a composition</p>	<p>I can bear in mind the purpose of a piece and the ability of the players</p> <p>I can plan a composition, alone or in a group, and monitor its development</p>
I am a listener	<p>I can use non-verbal methods to describe how music makes me feel – e.g. using face cards to describe music that makes me feel happy or sad</p> <p>I can respond to music with movement, e.g. stomp, tiptoe, walk, run</p>	<p>I can describe music and express my feelings about the mood of music through words or pictures</p> <p>I can respond to instructions given musically, using my body and instruments</p> <p>I can listen and respond to a specific question about a piece of music, e.g. identify chorus</p> <p>I can listen to other people perform with increasing discernment saying what I like and dislike about the piece</p>	<p>I can listen to short extracts commentating on aspects of the music, e.g. the genre</p> <p>I can listen to a piece several times in order to get to know it</p> <p>I can be a good audience member, showing willingness to listen, concentrate and respond</p> <p>I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time e.g. role of the slave trade in bringing African rhythms to the west.</p>	<p>I can listen to longer extracts and describe using knowledge of inter-related dimensions of music</p> <p>I can listen for small details within a dense structure</p> <p>I can compare music of contrasting styles and genres using appropriate vocabulary</p> <p>I can identify or suggest purposes for musical extracts</p>

	Step 1	Step 2	Step 3	Step 4
I am a reviewer	<p>I understand that different instruments produce different sounds</p> <p>I can use non-verbal methods to show my opinion e.g. thumbs up or down</p>	<p>I can suggest changes to performances by using the opposites (faster/slower, louder/quieter, higher/lower)</p>	<p>I can suggest improvements to group compositions, using the appropriate vocabulary</p> <p>I can use an extended musical vocabulary to express personal taste</p>	<p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not</p>
I am a singer	<p>I can use my voice in different ways e.g. whispering, speaking, singing, thinking</p> <p>I can use big, clear mouth shapes to form words</p> <p>I have begun to find my singing voice, both on my own and with others</p> <p>I can sing a repertoire of chants and 2 and 3 tone songs from memory</p>	<p>I can use internalization (the thinking voice) with some accuracy and control</p> <p>I can sing with an awareness of pitch and phrase, following the shape of melody</p> <p>I can set a starting pitch for a song</p> <p>I can sing with good posture and breathing</p>	<p>I can sing songs with a more complicated texture e.g. partner songs and 2 part rounds</p> <p>I can sing in tune with expression (using dynamics, phrasing)</p> <p>I can perform a song both on my own and as part of a group, to an audience, with increasing confidence.</p>	<p>I can maintain my own part with accurate pitch whilst hearing other parts</p> <p>I can sing confidently to a variety of audiences in different types of venue (e.g. outside, in a large hall)</p> <p>I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction</p>
Texture	<p>I can perform simple accompaniments to a melody</p>	<p>I can layer patterns together</p> <p>I can decide on combinations of sound for a particular task</p>	<p>I can use texture for special effects</p> <p>I can recognise ensembles – orchestra, choir, etc</p>	<p>I can unpick a texture to recognise instruments in the background, middle or foreground</p> <p>I can build a texture in my compositions to create an effect</p>
Duration	<p>I can differentiate between long and short sounds</p> <p>I can keep a steady pulse and play at different speeds</p>	<p>I can control changes in duration with my voice and instruments – longer/shorter sounds</p> <p>I can copy a simple rhythm</p> <p>I can differentiate between pulse and rhythm</p> <p>I can use a rhythmic ostinato to accompany a song</p>	<p>I can tap a pulse in different metres (2, 3, 4, 5)</p> <p>I can improvise a rhythm over a steady pulse</p>	<p>I can perform and compose more complicated rhythms, aurally and from notations</p> <p>I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions</p>

	Step 1	Step 2	Step 3	Step 4
Pitch	<p>I can differentiate between high and low sounds</p> <p>I can show changes in pitch using tuned percussion e.g. steps, slides, jumps</p>	<p>I can control changes in pitch with my voice and instruments – higher/lower</p> <p>I can create and perform simple melodies using two tones on a tuned instrument</p>	<p>I can explore and create melodies that use steps and leaps and a wider range of notes</p> <p>I can show an understanding of scales in my compositions and performances, e.g. pentatonic, blues, Raga</p> <p>I understand the concept of, and use, the ‘home note’ when composing</p>	<p>I can understand and use chords in sequences</p> <p>I can use an octave to compose and improvise melodies</p> <p>I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy</p>
Timbre	<p>I can explore sounds and classify sound makers e.g. shake, tap, scrape</p> <p>I can choose sounds to accompany a song or story</p>	<p>I can differentiate between metal, wood, tuned and un-tuned instruments</p> <p>I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree)</p> <p>I can accompany songs with thought to the meaning/mood</p>	<p>I can select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful</p> <p>I can identify families of instruments and world instruments, e.g. wind, brass, African drums</p>	<p>I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape</p> <p>I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music</p>
Tempo	<p>I can differentiate between fast and slow</p>	<p>I can control changes in tempo with my body, and instruments, e.g. faster/slower</p>	<p>I can use a range of changes in tempo both gradually and suddenly</p> <p>I can use tempo for effects</p>	<p>I can make an informed choice about tempo in compositions</p> <p>I can control intended changes of speed and notice unintended ones</p>
Dynamics	<p>I can differentiate between loud and quiet sounds</p>	<p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter</p> <p>I can choose appropriate dynamics for songs and accompaniment</p>	<p>I can change dynamics gradually or abruptly</p> <p>I can use dynamics to improve the quality of my compositions</p> <p>I can understand and make use of Italian terms – f, p, mf, mp, crescendo, diminuendo</p>	<p>I can choose appropriate dynamics and dynamic changes for occasion and venue</p> <p>I can use dynamics in ensembles to show balance and prominence of parts</p>

	Step 1	Step 2	Step 3	Step 4
Structure	I can start and stop when playing with others	I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus	I can explore and compose using simple structures e.g. binary, rondo, question and answer I can create my own ostinati and riffs (rhythmic and melodic) and play them in time with others	I can make decisions about how best to structure a piece of music I can manipulate sounds and loops to create a composition
Notation	I can use pictures to represent and organize sounds I can write / draw patterns to represent long and short sounds I can use words / pictures to create rhythm patterns	I can perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line) I can use symbols to notate my compositions	I can use a graphic score with a more complex texture I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms	I can recognise and use simple staff notation

For further support or information please contact either:

Paula Brookes - Head of Whole Class Learning ([paula.brookes@leeds.gov.uk](mailto:paula.brookes@leeds.gov.uk))

Or

Ruth Shakespeare – Coordinator of Whole Class Learning ([ruth.shakespeare@leeds.gov.uk](mailto:ruth.shakespeare@leeds.gov.uk))

To contact via the ArtForms office, Tel: 0113 3782850