

	<i>Attainment target 1:</i>	<i>Attainment target 2:</i>	<i>Attainment target 3:</i>	<i>Attainment target 4:</i>	<i>Attainment target 5:</i>	<i>Attainment target 6:</i>
<p><i>Music</i></p> <p><i>Age related expectations</i></p>	<i>Play and perform in solo and ensemble contexts, using voice and musical instruments</i>	<i>Improvise and compose music for a range of purposes</i>	<i>Use aural memory to listen to and recall sounds</i>	<i>Use and understand musical notation</i>	<i>Appreciate and understand high-quality live and recorded music from different traditions</i>	<i>Develop an understanding of the history of music</i>
<p><i>Lower Key</i></p> <p><i>Stage 2</i></p> <p><i>EMERGING</i></p> <p><i>EXPECTED</i></p> <p><i>EXCEEDED</i></p>	<i>They sing in with expression and perform rhythmically simple parts that use a limited range of notes.</i>	<i>They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.</i>	<i>Pupils recognise and explore the ways sounds can be combined and used expressively.</i>	<i>They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect</i>	<i>They understand how venue, occasion and purpose affects the way music is created, performed and heard.</i>	<i>Pupils can identify pieces of music from a period of time in history</i>
<p><i>Upper Key</i></p> <p><i>Stage 2</i></p> <p><i>EMERGING</i></p> <p><i>EXPECTED</i></p> <p><i>EXCEEDED</i></p>	<i>They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</i>	<i>They suggest improvements to their own and others' work, commenting on how intentions have been achieved.</i>	<i>Pupils identify and explore the relationship between sounds and how music reflects different intentions.</i>	<i>While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</i>	<i>They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</i>	<i>Pupils can discuss and expand on pieces of music from a period of time in history</i>

<p>Beyond</p> <p>EMERGING</p> <p>EXPECTED</p> <p>EXCEEDED</p>	<p>They refine and improve their work.</p>	<p>They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures.</p>	<p>Pupils can compare and contrast the relationship between sounds and how music reflects different intentions.</p>	<p>They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support.</p>	<p>They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard.</p>	<p>Pupils identify and explore musical devices and how music reflects time and place.</p>
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