

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
A - Music							
001 - I can show simple reflex responses [e.g. startling at sudden noises or movements.]							
002 - I have periods when I appear alert and ready to focus their attention on certain people, events, objects or parts of objects [e.g. I become still in a concert hall.]							
003 - I may give intermittent reactions [e.g. sometimes becoming excited at repeated patterns of sounds.]							
004 - I can respond consistently to familiar people, events and objects. They react to new activities and experiences [e.g. turning towards unfamiliar sounds].							
005 - I can show interest in people, events and objects, [e.g. looking for the source of music]							
006 - I can accept and engage in coactive exploration [e.g. being encouraged to stroke the strings of a guitar].							
007 - I can communicate consistent preferences and affective responses [e.g. relaxing during certain pieces of music but not others]							
008 - I can recognise familiar people, [e.g. a favourite teacher].							
009 - I can recognise familiar events [e.g. a favourite song].							
010 - I can recognise familiar objects [e.g. a favourite instrument].							
011 - I can perform actions, often by trial and improvement, and remember learned responses over short periods of time [e.g. repeatedly pressing the keys of an electronic key board instrument]							
012 - I can cooperate with shared exploration and supported participation [e.g. holding an ocean drum].							
013 - I can seek attention through eye contact, gesture or action.							
014 - I can request events or activities [e.g. leading an adult to the music player]							
015 - I can participate in shared activities with less support.							
016 - I can sustain concentration for short periods							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
017 - I can explore materials in increasingly complex ways [e.g. tapping piano keys gently and with more vigour]							
018 - I can observe the results of their own actions with interest [for example, listening intently when moving across and through a sound beam]							
019 - I can remember learned responses over more extended periods [for example, recalling movements associated with a particular song from week to week].							
020 - I can greet known people and may initiate interactions and activities [for example, performing an action such as clapping hands to initiate a particular song]							
021 - I can remember learned responses over increasing periods of time and may anticipate known events [for example, a loud sound at a particular point in a piece of music]							
022 - I can respond to options and choices with actions or gestures [e.g. choosing a shaker in a rhythm band activity]							
023 - I can actively explore objects and events for more extended periods [e.g. tapping, stroking, rubbing or shaking an instrument to produce various effects.]							
024 - I can apply potential solutions systematically to problems [e.g. indicating by eye contact or gesture the pupil whose turn it is to play in a 'call and response' activity].							
025 - With some support, I can listen and attend to familiar musical activities and follow and join in familiar routines.							
026 - I am aware of cause and effect in familiar events [e.g. what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started and stopped or linked to movement through a sound beam]							
027 - I begin to look for an instrument or noisemaker played out of sight.							
028 - I can repeat copy and imitate actions, sounds or words in songs and musical performances.							
S - Music							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
100 - I show an awareness of cause and effect in familiar events.							
101 - I look for an instrument or noise-maker played out of sight.							
102 - I can respond to signs given by a musical conductor. (E.g. to start or stop playing).							
103 - I can pick out a specific musical instrument when asked (E.g. a drum or a triangle).							
104 - I can use single words, gestures or signs to communicate about familiar musical activities or name familiar instruments.							
105 - I can use objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.							
106 - With some support, I can listen and attend to familiar musical activities and follow and join in familiar routines.							
107 - I can play loudly, quietly, quickly and slowly in imitation.							
108 - I can play an instrument, when prompted by a cue card.							
109 - I can listen to and imitate, distinctive sounds played on a particular instrument.							
110 - I can listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.							
111 - I can take part in simple musical performances.							
112 - I can join in and take turns in songs and play instruments with others.							
113 - I begin to play, sing and move expressively in response to the music or the meaning of words in a song.							
114 - I can explore the range of effects that can be made by an instrument or sound maker.							
115 - I can copy simple rhythms and musical patterns or phrases.							
116 - I can play groups of sounds indicated by a simple picture or symbol-based score.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
117 - I begin to categorize percussion instruments by how they can be played; e.g. striking or shaking.							
118 - I can respond to prompts to play faster or slower.							
119 - I can respond to prompts to play louder or softer.							
120 - I can follow simple graphic scores with symbols or pictures.							
121 - I can play simple patterns or sequences of music.							
122 - I can listen and contribute to sound stories.							
123 - I can be involved in simple improvisation.							
124 - I can make basic choices about the sound and instruments used.							
125 - I can make simple compositions. (E.g. by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software).							
126 - I understand and respond to words, symbols and signs that relate to tempo. (E.g. faster, slower).							
127 - I understand and respond to words, symbols and signs that relate to dynamics. (E.g. softer, louder).							
128 - I understand and respond to words, symbols and signs that relate to pitch. (E.g. higher and lower).							
129 - I can create my own simple compositions, carefully selecting sounds.							
130 - I can create simple graphic scores using pictures or symbols.							
131 - I can use a growing musical vocabulary of words, signs or symbols to describe what I play and hear (E.g. fast, slow, high, low).							
132 - I can make and communicate choices when performing or playing. (E.g. prompting members of the group to play their instrument).							
133 - I can make and communicate choices when composing. (E.g. prompting members of the group to play together).							
134 - I can make and communicate choices when listening and appraising. (E.g. giving feedback to the group).							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
E - Music							
200 - I can take part in singing, accurately following the melody.							
201 - I can follow instructions on how and when to sing or play an instrument.							
202 - I can make and control long and short sounds, using voice and instruments.							
203 - I can imitate changes in pitch.							
204 - I can create a sequence of long and short sounds.							
205 - I can clap rhythms.							
206 - I can create a mixture of different sounds (long and short, loud and quiet, high and low).							
207 - I can choose sounds to create an effect.							
208 - I can sequence sounds to create an overall effect.							
209 - I can create short, musical patterns.							
210 - I can create short, rhythmic phrases.							
211 - I can use symbols to represent a composition and use them to help with a performance.							
212 - I can identify the beat of a tune.							
213 - I can recognise changes in timbre, dynamics and pitch.							
N - Music							
300 - I can sing from memory with accurate pitch.							
301 - I can sing in tune.							
302 - I can maintain a simple part within a group.							
303 - I can pronounce words within a song clearly.							
304 - I can show control of voice.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
305 - I can play notes on an instrument with care so that they are clear.							
306 - I can perform with control and awareness of others.							
307 - I show control of voice.							
308 - I can compose and perform melodic songs.							
309 - I can use sound to create abstract effects.							
310 - I can create repeated patterns with a range of instruments.							
311 - I can create accompaniments for tunes.							
312 - I can use drones as accompaniments.							
313 - I can choose, order, combine and control sounds to create an effect.							
314 - I can use digital technologies to compose pieces of music.							
315 - I can devise non-standard symbols to indicate when to play and rest.							
316 - I can recognise the notes EGBDF and FACE on the musical stave.							
317 - I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.							
318 - I can sing or play from memory with confidence.							
319 - Perform solos or as part of an ensemble.							
320 - Sing or play expressively and in tune.							
321 - Hold a part within a round.							
322 - Sing a harmony part confidently and accurately.							
323 - Sustain a drone or a melodic ostinato to accompany singing.							
324 - Perform with controlled breathing (voice) and skillful playing (instrument).							
325 - I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.							
326 - I can evaluate music using musical vocabulary to identify areas of likes and dislikes.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
327 - I can understand layers of sounds and discuss their effect on mood and feelings.							
328 - I can create songs with verses and a chorus.							
329 - I can create rhythmic patterns with an awareness of timbre and duration.							
330 - I can combine a variety of musical devices, including melody, rhythm and chords.							
331 - I can thoughtfully select elements for a piece in order to gain a defined effect.							
332 - I can use drones and melodic ostinati (based on the pentatonic scale).							
333 - I can convey the relationship between the lyrics and the melody.							
334 - I can use digital technologies to compose, edit and refine pieces of music.							
335 - I can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.							
336 - I can read and create notes on the musical stave.							
337 - I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.							
338 - I can understand and use the sharp and flat symbols.							
339 - I can use and understand simple time signatures							
340 - Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture							
341 - Choose from a wide range of musical vocabulary to accurately describe and appraise music including: lyrics, melody, sense of occasion, expressive, solo							
342 - Choose from a wide range of musical vocabulary to accurately describe and appraise music including: harmonies, accompaniments, drones, cyclic patterns, combination of musical elements							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
343 - I can correctly use the term 'cultural context' related to appraise music.							
344 - I can describe how lyrics often reflect the cultural context of music and have social meaning.							
D - Music							
400 - I can build on my previous knowledge through listening.							
401 - I can build on my previous knowledge through performing.							
402 - I can build on my previous knowledge through composing.							
403 - I can play and perform in ensemble contexts.							
404 - I can play and perform in solo contexts.							
405 - I can Identify the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).							
406 - I can use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).							
407 - I can develop vocal and/or instrumental fluency, accuracy and expressiveness							
408 - I can compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.							
409 - I can use the stave and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions							
410 - I can listen with increasing discrimination to a wide range of music from great composers.							
411 - I can develop a deep understanding of the music that they perform and listen to, and its history.							
412 - I can understand musical structures and styles.							
413 - I can understand musical structures, styles, genres and traditions and identify the expressive use of musical elements.							

STATEMENT	NOT MET	SHALLOW	EMERGING	DEVELOPING	DEEPENING	FUNCTIONAL	NOT APPLICABLE
414 - I appreciate and understand a wide range of musical contexts and styles to inform judgments.							