

Music Learning Ladder

	AOs1-Performing Skills	AOs2-Composing Skills	AOs3-Listening & Appraising Skills
9	<ul style="list-style-type: none"> Perform with a developing sense of style and flair. 	<ul style="list-style-type: none"> You use advanced compositional techniques and technology to its full in a crafts-man like way and the structural framework supports the impact of the piece. 	<p>You demonstrate high levels of critical thinking and a deep musical understanding when listening and recognize:</p> <ul style="list-style-type: none"> How music is influenced and informed by other composers and cultures.
8	<ul style="list-style-type: none"> Perform with control and detailed attention to instrument specific techniques, breathing, diction and posture. Perform with empathy to the other performers and made a powerful contribution to the impact of the performance. 	<ul style="list-style-type: none"> Create compositions that are more extended using highly imaginative and original musical ideas, which have been adapted, extended. Give direction to others. Discard ideas, which demonstrate a high level of musical understanding. Make accurate use of appropriate notation. Challenge conventions. 	<p>Identify when listening:</p> <ul style="list-style-type: none"> Augmentation, diminution, hemiola, cross-rhythm Cadences: perfect, plagal, imperfect, interrupted, Tièrce de Picardie <p>Modulation: –</p> <ul style="list-style-type: none"> To dominant/subdominant in major or minor key To relative major or minor Augmentation, diminution, sequence, inversion of melody Instrumental techniques including con arco/with a bow, pizzicato/plucked, con sordino/muted, double-stopping, tremolo/tremolando <ul style="list-style-type: none"> Make detailed comments on the overall effect, evaluate and make critical judgments, justifying these.
7	<ul style="list-style-type: none"> Sing and perform music Grade 5 or above. Show when performing stylistic awareness Make a significant contribution to the impact of the performance. 	<ul style="list-style-type: none"> Extended, adapt and develop imaginative and original musical ideas Show advanced compositional techniques are used Use appropriate notation. Follow and challenge conventions. 	<p>Demonstrate a high level of musical understanding when appraising and listening identifying:</p> <ul style="list-style-type: none"> Dotted rhythms, triplets, syncopation Major, minor and dominant seventh chords using Roman numerals/chord symbols Key up to 4 sharps and 4 flats Imitative, canonic and layered textures Intervals within the octave Sonata, minuet & trio, scherzo & trio <ul style="list-style-type: none"> Evaluate and make critical judgments about yours and others work. Justify reasons for yours and others choices

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6	<ul style="list-style-type: none"> • Sing extended melodies with a sense of shape and expression • (Melodic instruments) – Perform complex melodies and chord sequences • (Percussion) – Perform syncopated, repeated rhythms • (Drum kit) – Use drum fills to enhance the overall quality of the performance • Co-ordinate your part with the other performers showing a good awareness of balance throughout. • Make a positive and stylish outcome. • Maintain more significant parts and perform with sensitivity to the group making adjustments as necessary. • Work independently of the teacher. 	<ul style="list-style-type: none"> • Show some imagination when composing. • Use appropriate musical elements and devices. • Use relevant notation such as lead sheet • Demonstrate that appropriate musical elements and devices have been selected and used effectively. • Demonstrate an understanding of stylistic and structural conventions. • Make use of imaginative musical ideas in composition. • Demonstrate good understanding of stylistic and structural conventions using relevant notation. 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Regular, irregular, free time • Diatonic, chromatic harmony • Tonal, major, minor, modal tonality • Harmonic/homophonic, polyphonic/contrapuntal textures • Conjunct, disjunct, triadic, broken chords, scalar, arpeggio melodies • Timbre, including the use of technology, synthesised and computer-generated sounds, sampling, and use of techniques such as reverb, distortion and chorus • Strophic, through-composed, da capo aria, • Cyclic structures. <ul style="list-style-type: none"> • Evaluate and make critical judgments about your work, • Discuss music with reference to key terminology.
5	<ul style="list-style-type: none"> • Sing longer melodic phrases with shape and some expression • (Melodic instruments) – Perform more complex, repeated melodies and simple chord sequences with rhythm and some expression. • Percussion/drum kit – Perform more complex repeated rhythms in time • Maintain a more significant part. • Co-ordinate your part with the other performers showing a basic awareness of balance throughout. • Need minimal input to the performance. 	<ul style="list-style-type: none"> • Demonstrate creative ideas and use some musical elements successfully. • Show there is some development using appropriate devices. • Use structure that is well defined and appropriate. • Use simple notations. • Show your composition has creative ideas and uses some musical elements successfully in combination. 	<ul style="list-style-type: none"> • Identify when listening; • Polyrhythm, bi-rhythm • Consonant, dissonant harmony • Unison, octaves, single melody line, melody with accompaniment, antiphonal texture. • Slide/glissando/portamento, ornamentation • Vocal techniques such as falsetto and vibrato • Rondo, theme & variations, arch-shape <ul style="list-style-type: none"> • Identify areas for development • Suggest areas for improvements with clear justification.

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4	<ul style="list-style-type: none"> • Sing short melodic phrases with a sense of shape • (Melodic instruments) –perform simple chords and sequences • (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat • Perform with an awareness of the other performers. • You can maintain a more significant part. • Work with a teacher who has some creative control over the performance. • Perform with an awareness of the other performers. 	<ul style="list-style-type: none"> • Compose using simple creative ideas and a small range of musical elements. • Show that some musical devices are used and are developed appropriately. • Use appropriate structures in composition 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Tempo, rubato • Pedal, drone • Passing notes, acciaccaturas, appoggiaturas and blue notes • Instruments and voices singly and in combination as found in music for solo instruments, concertos, chamber groups, pop and vocal music • Graduation of dynamics pp-ff inc. hairpins/crescendo/diminuendo • Ground bass, continuo, cadenza • Suggest improvements with some justification
3	<ul style="list-style-type: none"> • Sing short melodic phrases with a sense of shape • (Melodic instruments) – Perform simple, repeated melodies within a small range • (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat • Perform when the teacher has a degree of creative control over the performance • Perform with some awareness of the other performers. 	<ul style="list-style-type: none"> • Compose using simple creative ideas using a small range of musical elements. • Compose using basic musical devices a simple structure. 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Simple/Compound time • Ostinato, riff, pitch bend • Generic families of instruments as found in world music • Common signs, terms & symbols • Binary, ternary, call & response • Make simple suggestions for improvements

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2	<ul style="list-style-type: none"> • Sing short melodic phrases (Melodic instruments) – accurately perform simple, repeated melodies within a small range • (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat • Perform with some awareness of the other performers. • Keep in time with some mistakes. • Perform in a teacher led ensemble. 	<ul style="list-style-type: none"> • Compose a piece that has a basic creative idea. • Compose a piece that orders sounds within a simple structure (beginning/middle/end • Use a few simple musical devices when composing. • Use symbols to represent sounds 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Drum fills • Phrasing, articulation • Popular song forms <ul style="list-style-type: none"> • Make basic improvements to your own work
1	<ul style="list-style-type: none"> • Sing short melodic phrases. (Melodic instruments) –perform simple, repeated melodies within a small range • (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat • Perform in an ensemble mostly carried by the other performers. • Perform in an ensemble that is teacher-led but you are becoming more aware of others 	<ul style="list-style-type: none"> • Use and recognise a few simple musical devices when composing or listening. • Begin to order sounds within a simple structure (beginning/end). • Compose a piece that has a basic creative idea 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Pulse • Thick and thin texture • Improvisation • Loud and quiet <ul style="list-style-type: none"> • Make basic improvements to your own work when prompted by your teacher.