		7	**7**	**7**	**7**	**7**
WHEN	**KO**	**X - 8-9**	**A - 6-9**	**B - 4-9**	**C 3-9**	**D 1-9**
Autumn Term	**KO1 - Notation**	I can accurately dictate 4-note pitches on the stave. I can accurately dictate 4-beat rhythms. I can notate my own melody using a wide range of pitches and rhythms accurately.	I can accurately dictate 4-note pitches using a graphic score. I can accurately dictate 4-beat rhythms. I can notate my own melody using a wide range of pitches accurately.	I can accurately dictate simple 4-note pitches using a graphic score. I can accurately dictate simple 4-beat rhythms. I can notate my own melody using a range of symbols.	I can recognise how pitch and rhythm can be shown using a graphic score. I can notate my own melody using simple rhythms and pitches.	I understand what pitch and rhythm are. I can name some of the symbols used to show them.
ALL TERMS	**KO2 - Listening and appraising using musical literacy and vocabulary**	I can describe a piece of music using Italian words and musical vocabulary to explain how the music creates a mood. I can identify the	I can use Italian words (like forte and piano, allegro and largo) to describe what I hear. I can describe how the music changes (e.g.	I can use Italian words (like forte and piano, allegro and largo) to describe what I hear. I can identify the instrument families I hear in a piece of music.	I can use simple musical words like loud/quiet, fast/slow, and high/low to describe what I hear. I know which instruments	I can recognise changes in dynamics (loud/quiet) and tempo (fast/slow) and pitch (high/low) when listening to music. I know the

		instruments I hear in a piece of music	how tempo or dynamics change). I can name common instruments I hear in a piece of music.		belong to each family.	names of the four families of instruments.
ALL TERMS	**KO3 - working with others to take creative risks**	I can take the lead role when working with others. I stay focussed throughout practical tasks.	I work positively with others and can support my group. I stay focussed throughout practical tasks.	I work positively with others and stay focussed during practical tasks.	I can work with others, with focus.	I can work with others and stay focussed most of the time.
Autumn Term	**KO4 - Keyboard Performance**	I know where the notes are on the keyboard. I can perform a melody with chords confidently and accurately	I know where the notes are on the keyboard. I can perform a melody with chords confidently.	I can perform a melody in my right hand fluently. I attempt to use my left hand to play chords.	I can perform a melody in my right hand fluently, with accurate pitch and rhythm.	I can perform a melody in my right hand with some fluency, using the correct pitch and rhythm.

Spring Term	**KO5 - Singing Performance**	I can perform a song, in parts, from memory and with good stage presence and expression.	I can sing with expression and dynamics, and blend with a group. I can sing in parts, short solos and lead lines with confidence.	I can sing with expression and dynamics, and blend with a group. I can sing in simple parts.	I can sing in tune with clear diction.	I can sing simple melodies in tune with a clear tone.
SUMMER TERM	**KO6 - Composition**	I can compose a stylish and effective piece that is structured and uses a wide range of musical elements and composition devices to match a mood or theme.I can offer creative ideas to improve a composition and take the lead in supporting others.	I can compose a structured piece using a range of musical elements and composition devices to match a mood or theme.I can offer creative ideas to improve a composition.	I can compose a structured piece using a range of musical elements to match a mood or theme.I can compose using chords.I can offer basic ideas to improve a composition.	I can compose using dynamics and tempo to match a mood or theme.I can combine two layers of sound (e.g. melody and drone).I can improve my composition with support and offer a basic idea when prompted.	I can compose simple musical patterns.I can take direction from others to improve my composition.

ALL TERMS	**KO7 - Understanding the function and role that music plays**	I can name several of the 'Great Composers'. I can name several composers of musicals. I can respond to a conductor's cues with accuracy and awareness of other performers, adjusting my performance to stay in time and match the intended expression.	I can name several of the 'Great Composers'. I can name several composers of musicals. I can follow a conductor's cues to start/stop and follow expression directions.	I can name several of the 'Great Composers.' I can name several composers of musicals. I can follow a conductor's cues to start and stop.	I can name one of the 'Great Composers.' I know what musical theatre is and can name one composer of musicals. I know what a conductor is and the role they have in an orchestra.	I know what a composer is. I know what musical theatre is.

		8	**8**	**8**	**8**	**8**
WHEN	**KO**	**X - 8-9**	**A - 6-9**	**B - 4-9**	**C 3-9**	**D 1-9**

Autumn Term	**KO1 - Notation**	I can accurately dictate 4-note pitches on the stave. I can accurately dictate 4-beat rhythms. I can notate my own melody using a wide range of pitches and rhythms accurately, with the chord sequence C, F, G, C	I can accurately dictate 4-note pitches using a graphic score. I can accurately dictate 4-beat rhythms. I can notate my own melody using a wide range of pitches accurately, with the chord sequence C, F, G, C	I can accurately dictate simple 4-note pitches using a graphic score. I can accurately dictate simple 4-beat rhythms. I can notate my own melody with the chord sequence C, F, G, C	I can recognise how pitch and rhythm can be shown using a graphic score. I can notate my own melody using simple rhythms and pitches. I can explain what a time signature is. I know the notes of the chords for C, F and G major.	I know the rhythm names and symbols. I can identify pitches on the treble clef. I can identify the time signature on a piece of music. I know what a chord is.

ALL TERMS	**KO2 - Listening and appraising using musical literacy and vocabulary**	I can explain how a range of elements of music and instruments work together using a wide range of musical vocabulary.	I can describe a piece of music using Italian words and musical vocabulary. I can identify the instruments I hear in a piece of World Music. I can identify some of the typical characteristics found in World Music styles.	I can use Italian words (like forte and piano, allegro and largo) to describe what I hear. I can describe how the music changes (e.g. how tempo or dynamics change). I can identify the instruments I hear in a piece of World Music. I identify some of the typical characteristics found in World Music styles.	I can use Italian words (like forte and piano, allegro and largo) to describe what I hear. I can identify some of the instruments I hear in a piece of World Music. I know some of the typical characteristics found in World Music styles.	I can use simple musical words like loud/quiet, fast/slow, and high/low to describe what I hear. I know some instruments used in World Music styles.
ALL TERMS	**KO3 - working with others to take creative risks**	I can lead the group positvely and support other students. I stay focussed throughout practical tasks.	I can take the lead role when working with others. I stay focussed throughout practical tasks.	I work positively with others and can support my group. I stay focussed throughout practical tasks.	I work positively with others and stay focussed during	I can work with others, with focus.

					practical tasks.	
Autumn Term	**KO4 - Keyboard Performance**	I know where the black and white keys on the keyboard. I can perform a melody with chords confidently and accurately.	I know where the black and white keys on the keyboard. I can perform a melody with chords confidently.	I know where the notes are on the keyboard. I can perform a melody in my right hand fluently. I attempt to use my left hand to play chords.	I can perform a melody in my right hand fluently, with accurate pitch and rhythm.	I can perform a melody in my right hand with some fluency, using the correct pitch and rhythm.
Spring Term	**KO5 - African Drumming Performance and Composition**	I can confidently lead an ensemble performance demonstrating djemebe techniques and rhythmic accuracy in call and response and polyrhythm.	I can lead the call and response sections during an ensemble performance. I can demonstrate polyrthym as part of an ensemble performance. I can demonstrate all 3 techniques on the djembe. I can perform as part of an ensemble and	I can demonstrate call and response as part of an ensemble performance. I can explain what is meant by term polyrhythm. I can demonstrate all 3 techniques on the djembe. I can perform as part of an ensemble and	I can explain what is meant by the term call and response. I can demonstrate at least 2 techniques on the djembe. I can	I can explain what is meant by the term unison. I can demonstrate at least 1 technique on the djembe.

			maintain my part accurately.	maintain my part accurately.	perform as part of an ensemble and maintain my part accurately.	I can perform as part of an ensemble and maintain a simple part with some accuracy.
SUMMER TERM	**KO6 - China Performance and Composition**	I can improvise stylish phrases over a drone, using two hands. I can compose a structured and cohesive piece.	I can improvise stylish phrases ove a drone that my partner plays. I can compose a structured piece. I can offer creative ideas to improve a composition and take the lead.	I can improvise rhythmically interesting phrases over a drone that my partner plays. I can compose a structured piece. I can offer creative ideas to improve a composition.	I can improvise phrases over a drone that my partner plays. I can compose a structured piece. I can offer basic ideas to improve a composition.	I know what a phrase is. I can combine two layers of sound (e.g. melody and drone) with my partner. I can improve my compositi on with support and offer a basic idea

						when prompted.
ALL TERMS	**KO7 - Understanding the function and role that music plays**	I can describe using musical vocabulary how instruments and sounds/techniques/devices used in music are different in cultures around the world.	I can describe how instruments and sounds/techniques/devices used in music are different in cultures around the world.	I can recognise that music from around the world sounds different because of the instruments and sounds/techniques/devices used.	I can recognise that music from around the world sounds different because of the instrument used.	I know that music from different cultures uses different instruments and sounds unique.

		9	**9**	**9**	**9**	**9**
WHEN	**KO**	**X - 8-9**	**A - 6-9**	**B - 4-9**	**C 3-9**	**D 1-9**

Spring Term	**KO1 - Notation**	I can accurately dictate 4-note pitches on the stave. I can accurately dictate 8-beat rhythms. I can notate my own melody using a wide range of pitches and rhythms accurately, with the chord sequence C, F, G, C using Flat Score. I can develop a B section to include the minor chords of D, E and A. I can critically listen to my work and refine it.	I can accurately dictate 4-note pitches using a graphic score. I can accurately dictate 8-beat rhythms. I can notate my own melody using a wide range of pitches accurately, with the chord sequence C, F, G, C using Flat Score. I can develop a B section to include the minor chords of D, E and A.	I can accurately dictate simple 4-note pitches using a graphic score. I can accurately dictate simple 8-beat rhythms. I can notate my own melody with the chord sequence C, F, G, C using Flat Score.	I can recognise how pitch and rhythm can be shown using a graphic score. I know the correct melody pitches to use with the chord sequence C, F, G, C. I can notate my own melody using simple rhythms and pitches using Flat Score.	I know the rhythm names and symbols. I can identify pitches on the treble clef. I know the notes of the chords for C, F and G major.

ALL TERMS	**KO2 - Listening and appraising using musical literacy and vocabulary**	I can explain how a range of elements of music and instruments work together using a wide range of musical vocabulary.	I can describe a piece of music using Italian words and musical vocabulary. I can identify the instruments and IT techniques I hear in a piece of 20th Century music. I can identify some of the typical characteristics found in 20th Century music styles.	I can use Italian words (like forte and piano, allegro and largo) to describe what I hear. I can describe how the music changes (e.g. how tempo or dynamics change). I can identify the instruments and IT techniques I hear in a piece of 20th Century music. I know some of the typical characteristics found in 20th Century music styles.	I can use Italian words (like forte and piano, allegro and largo) to describe what I hear. I can identify some of the instruments and IT techniques I hear in a piece of 20th Century music. I know some of the typical characteristics found in 20th Century music styles.	I can use simple musical words like loud/quiet, fast/slow, and high/low to describe what I hear. I know some instruments and IT techniques used in 20th Century music.

ALL TERMS	**KO3 - working with others to take creative risks**	I can confidently lead a group and create a positive working environment, support other students. I stay focussed throughout practical tasks.	I can lead the group positvely and support other students. I stay focussed throughout practical tasks.	I can take the lead role when working with others. I stay focussed throughout practical tasks.	I work positively with others and can support my group. I stay focussed throughout practical tasks.	I work positively with others and stay focussed during practical tasks.
Autumn Term and Spring Term	**KO4 - Keyboard Performanc e**	I know where the black and white keys on the keyboard. I can confidently play the 12 bar blues chord sequence and bass line hands together. I attempt to play chord inversions. I can stylishly improvise a melody using a range of notes and rhythm.	I know where the black and white keys on the keyboard. I can confidently play the 12 bar blues chord sequence and bass line hands together. I can improvise a melody using atleast 5 notes and swing rhythms.	I know where the black and white keys on the keyboard. I attempt to play the 12 bar blues chord sequence and bass line hands together. I attempt to improvise a melody using 3 notes and swing rhythms.	I know where the white keys are on the keyboard. I can perform the 12 bar blues chord sequence using the correct pitch and rhythm in my right hand. I attempt to perform the 12 bar blues	I can perform the 12 bar blues chord sequence using the correct pitch and rhythm in my right hand. I attempt to improvise a short melody using 2 notes.

					bass line in my left hand. I attempt to improvise a short melody using 3 notes.	
SUMMER TERM	**KO5 - Composition**	I can create a well-structured and imaginative piece of music that clearly shows a mood or theme, using a variety of musical elements and techniques. I can share creative ideas to improve a composition and take the lead in supporting others by creating a positive working environment.	I can compose a stylish and effective piece that is structured and uses a wide range of musical elements and composition devices to match a mood or theme. I can offer creative ideas to improve a composition and take the lead in supporting others.	I can compose a structured piece using a range of musical elements and composition devices to match a mood or theme. I can offer creative ideas to improve a composition.	I can compose a structured piece using a range of musical elements to match a mood or theme. I can compose using chords. I can offer basic ideas to improve a composition.	I can compose using dynamics, tempo and timbre to match a mood or theme. I can combine two layers of sound (e.g. melody and drone). I can improve my compositi

						on with support and offer a basic idea when prompted.
ALL TERMS	**KO6 - Understanding the function and role that music plays**	I can describe using musical vocabulary how instruments and sounds/techniques/devices used are different in different styles/genres.	I can describe how instruments and sounds/techniques/devices used in music are different in different styles/genres.	I can recognise that music from different styles/genres sound different because of the instruments and sounds/techniques/devices used.	I can recognise that music from different styles/genres sounds different because of the instrument used.	I know that music from different styles/genres uses different instruments and sounds unique.