

# PERFORM

confidently in a range of musical contexts, with fluency, accuracy and expression.

## Using Voice

18	Maintain a non-verbal harmony line
17	Perform to this level whilst maintaining a solo line AND/OR maintain a more complex harmony line
16	Maintain a harmony line as part of a large group
15	Perform to this level of technical challenge with convincing expressive intent
14	Sing rounds accurately as a class demonstrating musical sensitivity to the fact that the other song is happening and with expressive intent
13	Maintain a countermelody as part of a large group <b>developing awareness of balance</b>
12	Sing partner songs accurately as a class demonstrating musical sensitivity to the fact that the other song is happening
11	In a large group, sing full diatonic range with some simple accidentals with good intonation <b>and diction</b> in appropriate age-related keys.
10	Maintain a vocal line in unison with a small group to the standard outlined below, making an accurate contribution regardless of the personnel of the group
9	Can accurately sing full diatonic range with good intonation in appropriate age-related keys.
8	Can accurately reproduce modelled simple changes in articulation to simply convey the mood of the song.
7	Can accurately reproduce modelled simple changes in dynamics to simply convey the mood of the song. <b>(Can respond to written symbols used to show changes in dynamics e.g. p, mf, f)</b>
6	Can accurately sing full pentatonic range with good intonation in appropriate age-related keys.
5	<b>Sight sing do-re-mi patterns exploring movable do.</b>
4	Can accurately sing so-mi-do and do-re-mi, <b>subconscious awareness of phrase</b>
3	<b>Can accurately sing so-mi-la-so-mi pitch (nah-nah-nah-nah)</b>
2	<b>Can accurately sing so-mi pitch (ni-nor)</b>
1	<b>Can copy chants and rhymes</b>

## Using Instruments

16	Perform with an awareness of other parts- <b>maintaining balance and sensitivity with a maintained common beat.</b>
15	<b>Perform rhythms that change tempo</b>
14	<b>Use triads/chords being used in performances</b>
13	<b>Can take on a variety of roles in group performances - e.g., Ostinatos, chords/drones</b>
12	<b>Accurately perform rhythms using 3 note values including rests.</b>
11	Maintain a rhythmic ostinato as part of a group <b>(Can recognize the need to play together, keeping a unified beat)</b>
10	Accurately perform simple crotchet /quaver rhythms
9	<b>Can identify errors and begin to make improvements</b>
8	Maintain a pulse on a wider range of untuned percussion
7	Maintain a pulse/ <b>word rhythms</b> on egg shaker or claves
6	Manipulate and control the sound of an instrument with intent (loud/soft, fast/slow, simple adjectives to describe timbre)
5	Demonstrate they can manipulate a single instrument to make different sounds
4	Demonstrate an understanding that sounds can be made by shaking, scraping, hitting, tapping and blowing <b>and that some instruments make more than one sound</b>
3	<b>Control sounds stopping and starting with signals (moved from further up)</b>
2	Use an instrument to make a sound <b>in response to a rhyme or story</b>
1	Identify musical instruments and understand that they make a sound <b>and how</b>