

Music 3Cert, Year 7, Spring Term - 'I Can' Statements

E = Emerging D = Developing M = Mastering

Shade the stage for each statement once your teacher has told you to do so. Write notes to yourself, telling you how to move from 'emerging' through to 'mastering'

	I can statements:	E	D	M	Notes:
P	I can perform simple patterns on un-tuned percussion				
	I can perform simple parts on the keyboard				
	I can keep in time with others				
	I can perform by ear and from simple notations				
	I can demonstrate reasonable confidence in performances				
	I know some notes on a musical stave and read fairly accurately from a score with note names				
	I can perform simple patterns with reasonable fluency and accuracy				
	I can demonstrate a high level of confidence in performance				
	I can maintain an appropriate role within a group (leading, solo part or support)				
	I can perform longer parts from memory and / or from music notations				
	I can perform longer parts with reasonable technical skill and expression, using tempo, timbre, dynamics and phrasing				
	I can show understanding of chords and melodies				
	I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate				
	I can collaborate effectively with other performers, showing the ability to direct an ensemble				
C	I can share my own ideas in group tasks				
	I can participate in the group composition process				
	I can explore repeating patterns				
	I can select appropriate sounds for compositions				
	I can create simple compositions which have a sense of structure				
	I can create compositions which explore different sounds and the musical elements				
	I can compose using a variety of notations				
	I can refine and improve work effectively in rehearsals, developing initial ideas further				
	I can make a significant contribution to a group				
	I can explore contrasts by exploiting the musical elements				
	I can explore a range of different styles, genres and traditions				

	I can sustain and develop musical ideas				
	I can compose music for different genres which explore musical features and devices				
	I can create coherent compositions, contributing developed ideas to individual and group tasks				
	I can adapt, improvise, develop, extend and discard musical ideas within chosen musical styles				
	I can compose extended, memorable pieces with a sense of direction and shape, with consideration of melody, rhythm and overall				
L	I can recognise a range of instrumental sounds				
	I can recognise a variety of different instrument sounds, knowing instrument families				
	I can recognise basic musical symbols (treble clef, stave etc.)				
	I know a range of musical elements				
	I can make some improvements to my own work				
	I know the musical elements and can recognise some in listening tasks				
	I have a basic understanding of notation				
	I can suggest improvements to my own and others' work				
	I can identify different genres of music and their features in a listening task				
	I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard				
	I can describe and compare musical features in listening tasks, using appropriate vocabulary				
	I can explore the contexts, origins and traditions of different musical styles				
	I have a good understanding of treble clef notation				
	I can evaluate the success of my work and set realistic targets for refinement				
	I can discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and justifying the conclusions that I have drawn				

P = Performing

C = Composing

L = Listening and Appraising