

Music 3Cert, Year 7, Summer 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:
	I can sing with some accuracy of pitch				
	I can sing in tune with reasonable fluency and accuracy				
	I can perform by ear and from simple notations				
	I can sing in tune and with expression				
	I can demonstrate reasonable confidence in performances				
	I know some notes on a musical staff and read fairly accurately from a score with note names				
	I know the notes of the keyboard, with the aid of a note guide				
	I sing with expression and clear diction				
	I can demonstrate a high level of confidence in performance				
	I can maintain an appropriate role within a group (leading, solo part or support)				
P	I know the notes of the keyboard without support				
	I can sing alone with fluency, accuracy and confidence				
	I can perform longer parts from memory and/or from music notations				
	I can show understanding of chords and melodies				
	I can play from a musical score without the notes written on to assist me				
	I can play more challenging parts on an instrument				
	I am sensitive to my role in the group and can make appropriate adjustments to my part, taking the lead where appropriate				
	I can perform extended pieces of music in different styles using relevant notations				
	I can demonstrate outstanding performance skills, showing high levels of confidence and technical ability				
	I can collaborate effectively with other performers,				

	showing the ability to direct an ensemble				
C	I can improvise repeated patterns				
	I can create simple compositions which have a sense of structure				
	I can improvise simple melodic/rhythmic phrases with a small set of given notes				
	I can create compositions which explore different sounds and the musical elements				
	I can compose using a variety of notations				
	I can improvise melodic and/or rhythmic material within extended structures				
	I can refine and improve work effectively in rehearsals, developing initial ideas further				
	I can make a significant contribution to a group				
	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 explore contrasts by exploiting the musical elements				
	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				
	I can explore a range of different styles, genres and traditions				
L	I can recognise a variety of different instrument sounds, knowing instrument families				
	I know the musical elements and can recognise some in listening tasks				
	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 analyse music in detail, using key words and musical terms				
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