		Acquiring	Developing	Securing	Consolidating	Extending
PERFORMING	**Accuracy**	-Can perform simple pieces with accuracy of pitch, intonation and rhythm.	-Can perform more difficult pieces with accuracy of pitch, intonation and rhythm.	-Performs more difficult pieces with good accuracy of pitch, intonation and rhythm	- Performs more difficult pieces with secure accuracy of pitch, intonation and rhythm. (Grade 2)	-Performs challenging pieces with good accuracy of pitch, intonation and rhythm. (Grade 3)
	Technical	-Can perform simple pieces in a way that demonstrates GOOD technical ability in tone, dexterity and control.	-Performs more difficult pieces in a way that demonstrates SOME technical ability in tone, dexterity and control.	Performs more difficult pieces with good technical ability in tone, dexterity and control.	-Performs more difficult pieces with secure technical ability in tone, dexterity and control.	-Performs challenging pieces, demonstrating good technical ability in tone, dexterity and control.
	Musicality	-Follows the dynamics / articulation for simple pieces. Can demonstrate contrasts in dynamics.	-Follows SOME of the dynamics / articulation for more difficult pieces.	Accurately follows the expressive directions of a composer for more difficult pieces. Inc. ability to follow tempo markings and changes.	-Can sensitively follow the expressive directions of a composer for more difficult pieces. (Grade 1 / 2)	-Accurately follows the expressive directions of the composer incl. dynamics, articulation, phrasing & tempo markings of challenging pieces. (Grade 2 /3)
	Expression	Performs with an appropriate sense of idiomatic style suitable for simple pieces.	Performs with SOME sense of idiomatic style suitable for more difficult pieces.	Performs with an appropriate sense of interpretation and idiomatic style suitable for more difficult pieces.	Performs with an imaginative sense of interpretation and idiomatic style. (Grade 1 /2)	Performs with a convincing sense of interpretation and idiomatic style suitable for challenging pieces. (Grade 3+)

COMPOSITION	**Phrase & Melody**	-Can create melodic phrases according to an intended shape.	-Can create coherent melodic phrases according to an intended shape.	-Can create successful and memorable melodic phrases according to an intended shape.	-Can create imaginative and memorable melodic phrases according to an intended shape.	-Can manipulate a range of musical devices (sequence/inversion) to produce melodic phrases with an advanced shape and character.
	Harmony	-Can compose a more complex accompan-iment for a melodic part with sense of key; eg. Simple bass line or block chord sequence.	-Can compose a more complex accompan-iment with sense of harmonic development within a key that successfully frames a melodic part.	-Can compose an interesting accompan-iment with sense of movement and harmonic development within a key that successfully frames a melodic part.	-Can compose a harmonically interesting accompaniment that has a sense of motion and development whilst complementing a melodic part in a more difficult key.	-Uses advanced devices (figured bass/inversions /alberti bass/simple modulation/extensions/imitation) to achieve a complete harmonic accompaniment.
	Rhythm & Tempo	-Uses a variety of rhythmic variations to achieve intended effects (eg: semiquavers to create a sense of pace.)	-Uses more complex rhythms and appropriate tempi changes.	-Can successfully use more complex rhythmic durations, appropriate tempi and changes in tempi for an intended effect.	-Can imaginatively exploit more complex rhythmic durations, time signatures, appropriate tempi and changes in tempi.	-Uses a variety of rhythmic/stylistic devices successfully (swing/rubato/triplets) to achieve a sense of style and character.
	Development & Structure	-Can compose pieces that use a simple recognised structure or framework.	-Can use repetition, development & contrast effectively to produce a simple, recognisable structure	-Uses simple methods of development to produce successful compositions with a strong structural framework. (eg: repeat markers.)	-Uses a variety of methods of development to produce a successful & strong structure. (eg: Rondo/Ternary/2nd time bar.)	-Uses complex and appropriate methods of development to produce an advanced structural framework. (eg: D C al Coda)

LISTENING & MUSICIANSHIP	**Understanding**	-Can accurately describe basic musical elements in full sentences.	-Can define more advanced musical terms (eg: legato, staccato, *forte, piano*).	-Can provide accurate and concise definitions of musical terms to describe playing technique or genre eg; (pizzicato, arco, riff, pedalling.) Able to label pitches on the stave.	-Uses wide ranging musical vocabulary and, with reference to music theory, can discuss musical features/devices with a good degree of accuracy. (Grade 2 Theory.)	-Uses an advanced musical vocabulary and, with reference to music history, genre and theory, can discuss musical features/devices accurately and concisely. (Grade 3+ Theory.)
	Identification	-Can identify more complex musical changes (note duration/melodic shape) and identify basic musical genres and their features.	-Identify more complex musical features with some degree of accuracy.	-Can accurately identify more complex musical features (ostinato, bass line, major or minor tonality.)	-Can accurately identify less common musical genres and their features.	-Can identify advanced devices & features (interval recognition, simple cadences, ornamentation.)
	Notation	-Can use an understanding of simple rhythmic durations and melody shape to notate or transcribe musical ideas.	-Can transcribe simple melodic and rhythmic parts with some accuracy (mostly crotchet/quaver movement, scalic movement, small intervalic leaps)	-Can transcribe simple melodic and rhythmic parts accurately.	-Can transcribe more complex melodic and rhythmic parts with a good degree of accuracy (more complex note durations, arpeggios and larger leaps)	-Can transcribe advanced melodic and rhythmic parts with a good degree of accuracy (dotted rhythms, complex melodic shapes and more difficult keys)
	Analysis	-Can use adjectives to describe musical features and can describe some basic effects on the listener.	-Can use adjectives to describe musical features and can explain their effects on the listener	-Can use my imagination to describe how musical features might express qualities such as character, place and emotion. Begin to draw links with other pieces of music.	-Can use my imagination to explain and justify how musical features might express qualities such as character, place and emotion. Uses musical Italian terms	-Can accurately analyse, explore and evaluate advanced musical devices and their potential effect on the listener (identify and suggest reasons for level of effectiveness, give alternative interpretations of effect).