

Music Curriculum Progression
Shoscombe Primary School

Purpose and Aims of our Music Curriculum:

Freidriche Nietzsche:

“ Without music, life would be a mistake.”

Shoscombe School aims to provide a high-quality music education, where children are given the opportunity to perform, compose, improvise and listen over the course of the school year. In the course of a module children will describe music, perform (singing recorder or glockenspiel), transcribe and compose. Linking the music curriculum to the wider curriculum will ensure that children are listening to a wide range of music from different historical periods and cultures and extending their learning in a different context. They are also given the opportunity to perform in different contexts, both in school concerts and performances and larger performances. Each lesson will contain opportunities for the children to

Our curriculum should inspire pupils to both appreciate music as well as developing skills to become musicians.

All children in Shoscombe over their school career will be given the opportunity to ...

- Learn to play the Glockenspiel - Start direct teaching at Year 1/2 then children can use their knowledge and skills in performances and compositions.
- Learn to play the recorder - Start direct teaching at Year 3/4 then children can use this knowledge and skill in performances and compositions .
- Use African drums at least once a year in improvisations, compositions and performances.
- Use Music technology (one unit) to aid composition to be introduced in year 5 and 6
- Learn to read written notation
 - Key stage 1 - start with writing letter names (introduce written notation)
 - Key stage 2 - use written notation alongside letter names
- Perform (Singing and using instruments) in different places and contexts.
 - Community Carol Service
 - St Lucia Festival choir from school
 - Christmas production (EYFS, Key stage 1 productions, Key Stage 2 concert)
 - Harvest all classes to perform songs, Key stage 2 recorders
 - Spring concert - opportunities for individual instrumentalists to perform
 - Class performances linked to drama
 - Reception and Year 1 Christmas
 - Beech Easter
 - Sycamore Summer
- Sing together weekly in Collective Worship - Christian worships and Popular songs to fit in with 6 core values
- Join in extra curricular activities Choir and recorder club

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The National Curriculum and EYFS Breadth of Study in Music

	EYFS	KS1	KS2	
	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Skills / Disciplines	<p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing and explore and engage in music making in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music and be able to appraise what they hear. • experiment with, create, select, and combine sounds using the inter-related dimensions of music. 	<p>pupils should be taught to:</p> <ul style="list-style-type: none"> • sing and play musically with increasing confidence and control • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
Knowledge	<ul style="list-style-type: none"> • Remember and sing entire songs and nursery rhymes • Know Instrument names and how to play them • Be able to keep a pulse and be able to move with the pulse of the music. • A performance is sharing music • That songs have sections • That there are different styles of music from around the world in from different times 	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> • The history of music • Music in different cultures • Styles of music (genres and styles) • Families of instruments and how they are played • Singing and composing together • Music and technology • The inter-related dimension of music: pitch, tempo, duration, dynamics, timbre, notation, texture and structure. 	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> • The history of music • Music in different cultures • Styles of music (genres and styles) • Families of instruments and how they are played • Singing and composing together • Music and technology • The inter-related dimension of music: pitch, tempo, duration, dynamics, timbre, notation, texture and structure. 	

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How we have organised the teaching of music in our 2 year cycle:

Cycle A 2021 - 2022 Music

Year 1&2 Breadth of Study	Performance Opportunities	Songs for harvest Celebration	Songs for Christingle Christmas Production		Easter Music concert Class performance		
	Music Teaching		<p>Curriculum focus: Rhythm, Timbre, Dynamics Performance: singing in a group Playing untuned percussion with control. SONGS: In all kinds of weather Listening focus: - Storm , Vivaldi 4 seasons Composition: Use untuned percussion to create effect, control instruments, use of dynamics</p> <p>Progression Quavers, crotchets, minims and rests be able to clap rhythms and recognise notation Colour unit</p>	<p>Curriculum focus: Pitch, structure Performance: Glockenspiel Using 3-6 notes melodies Listening focus: Music from victorian era Composition: Using melody to compose a victorian piece, be able to record melody and repeat</p> <p>Progression Play note range 3-6 notes To repeat simple musical phrases Glockenspiel 1</p>		<p>Curriculum focus: Timbre, texture Performance: class orch. Listening focus: Severn rhapsody (Finzi), music inspired by nature Composition:</p> <p>Yr 1 Unit 5 Your imagination</p>	<p>Curriculum focus: Rhythm, structure Performance: African Drumming - playing in a group Singing in a group (songs from around the world Listening focus: -songs from different countries Composition: Create rhythm patterns be able to record using</p> <p>Progression Quavers, crotchets, minims, semibreves and rests Be able to copy a rhythm Be able to play a rhythm pattern using written notation Yr 1 Unit 2 Rhythm</p>
Year 3&4 Breadth of Study	Performance Opportunities	Songs for harvest Celebration Class recorder piece	Songs for Christingle Christmas Carol Concert Opportunities for individual performers		Class Play Easter Music concert Class orchestra		
	Music Teaching	<p>Curriculum focus: Pitch, melody, timbre, dynamics, tempo Performance: Playing the recorder as a group Listening focus: - Planets (Holst Composition: Use untuned percussion and</p>	<p>Curriculum focus: Rhythm, Structure, pitch Performance: Singing and develop recorder skills Listening focus: Range of different styles -adaptations of christmas carols (choral, brass vocal</p>	<p>Curriculum focus: How sounds are made - TIMBRE (structure, tempo, dynamics) Performance: Be able to perform own compositions as a group</p>	<p>Curriculum focus: Rhythm Performance: African Drumming Listening focus: music from around the world Composition: Use knowledge of glockenspiel...</p>		

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		<p>recorders to describe a Roman gods, play instruments with control</p> <p>Progression Recognise - Quavers, crotchets, minim, semi breeves, dotted crotchet and rests</p> <p>Recorder - play G,A,B, (C) and rests be able to clap rhythms and recognise notation</p> <p>Animals Unit</p>	<p>-pentatonix, instrumental)</p> <p>Composition: Write a class song for Christmas and perform at concert</p> <p>Christmas Unit</p> <p>Progression Be able to clap back rhythms Improvise rhythms Read written notation Quavers, crotchets, minim, semi breeves, dotted crotchet and rests Use 3-5 notes confidently</p>	<p>Listening focus: Classical Carnival of the animals Young persons guide to the orchestra</p> <p>Composition: Use tuned and untuned percussion and recorders to compose piece Theme and variation structure Record compositions using written notation/graphic scoring</p>	Around the world Unit		
Year 5&6 Breadth of Study	Performance Opportunities	<p>Songs for harvest Celebration Class recorder piece</p>	<p>Songs for Christingle Christmas Carol Concert Opportunities for individual performers</p>			May Performance	Class production
	Music Teaching	<p>Curriculum focus: Performance: Playing the recorder as a group Listening focus: - Baroque and classical music Composition:</p>			<p>Curriculum focus: Performance: Develop skills of playing the recorder and the Glockenspiel</p> <p>Listening focus: - performers who overcame (Stevie wonder, Evelyn Glennie, Marilyn Baker, Tonny lommi)</p> <p>Composition: Be able to write a melody line with Either theme and variation Verse chorus Be able to record using standard or non standard notation</p>	<p>Curriculum focus: Music From Around the World Performance: African Drumming Listening focus: Music from around the world Composition: African Drumming</p>	<p>Curriculum focus: Performance: Production around the world Listening focus: - Music from Focus Brazil Composition:</p>

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Cycle B 2022 - 2023 Music

Year 1&2 Breadth of Study	Performance Opportunities	Songs for harvest Celebration	Songs for Christingle Christmas Production		Easter Service	May Celebrations	Arts Week
	Music Teaching	Curriculum focus: Elements of music Performance: singing Listening focus: Fantastic Zoology: Matthew Bates Composition Describe a dinosaur	Curriculum focus: Pitch, melody, structure Performance: Class performance singing Glockenspiel Listening focus: - Musicals from Andrew Lloyd Webber (British composer)	Curriculum focus: Rhythm, Dynamics Performance: singing Glockenspiel Listening focus: Examples of baroque music Music to describe events Composition Use tuned and untuned percussion to describe the Great fire of London		Curriculum focus: Rhythm, pitch Performance: African Drumming Use knowledge of rhythm Listening focus: music from different countries Composition: Use tuned and untuned percussion to describe places	
Year 3&4 Breadth of Study	Performance Opportunities	Songs for harvest Celebration Class recorder piece	Songs for Christingle Christmas Carol Concert Opportunities for individual performers		Class Play Easter Service	May Celebrations	Arts Week End of Term Service
	Music Teaching	Curriculum focus: Rhythm Performance: learning the recorder Rhythm and raps Listening focus: raps that teach and give a message Composition: Compose a rap about the stone age,	Curriculum focus: Performing Performance: Singing/recorder Listening focus: Different styles of music from America. Composition: compose a melody		Curriculum focus: Pitch, structure Performance: Class show Listening focus: - Peter and the wolf - music that tells a story Composition: Soundtrack to a greek myth	Curriculum focus: Structure Performance: Recorders Glockenspiel and singing Listening focus: Handel's water music, Vltava Composition: Theme and variation	
Year 5&6 Breadth of Study	Performance Opportunities	Songs for harvest Celebration Class recorder piece	Songs for Christingle Christmas Carol Concert Opportunities for individual performers		Easter Service	Arts Week Music Concert	Arts Week Class production End of Term Service
	Music Teaching		Curriculum focus: Performance: Class orchestra/ Singing African Drumming	Curriculum focus: Performance: Class orchestra/ Singing	Curriculum focus: Performance: Class orchestra Listening focus: - Indonesian Gamelan		Curriculum focus: Performance: Production Listening focus: - Music from around the world Focus Japan

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			Listening focus: - Music from Kenya	Listening focus: - music written for special occasions/royalty Composition: write a piece of music to define our school Understand chords and progressions	Composition: Using melody and rhythm patterns Indonesian Gamelan sing Glockenspiel		Composition: Music and technology
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Progression

Progression in our music curriculum is firmly rooted in the [The New National Model Music Curriculum \(2021\)](#)

The Big Ideas that run through our music curriculum are Musicianship, Listening & Appraising, Performing and Composing.

Musical techniques and Skills (musicianship)	Musical techniques and skills can be nurtured and developed in all pupils, through all Key Stages. Musicianship can be expressed instrumentally, vocally or through music technology, and children need opportunities to perform together, as well as experiencing watching live performances.
Listening and Appraising	Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music is one of the central building blocks of any culture and the shared knowledge of music is a crucial cultural capital in understanding where we came from and our place in the world.
Performing	<u>Singing</u> Opportunities to explicitly teach skills such as posture, good breathing, dynamics, phrasing and context are important, as well as experiencing songs, rhymes and chants from different cultures. <u>Playing</u> pulse, beat, rhythm and pitch are 4 skills that can be taught through tuned and untuned instrument playing as well as singing. <u>Improvising and Composing</u> Introduction of graphic representation of notation, leading to full reading of notation. This will include rhythm as well as pitch by the time children reach end of KS2
Composing	<u>Improvising and Composing</u> Introduction of graphic representation of notation, leading to full reading of notation. This will include rhythm as well as pitch by the time children reach end of KS2

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Cycle A	Key Stage 1				Lower Key Stage 2 Year 3/4				Upper Key Stage 2 Year 5/6			
Unit Theme	Weather Term 2	Glockenspiele Term 3	Nature Term 5	Journeys Around the World Term 6	Harvest Term 1	Christmas Term 2	All About Sound Term 3	Rhythm around the world Term 4	Georgian Music Term 1	Musicians who overcame Term 4	Music around the world Term 5	Class Performance Term 6
<i>Linked text or cultural capital (whole school driver)</i>	Christmas Play - the Ugly Duckling	Easter			Harvest	Christmas		Class Production	Harvest			Class Performance
<i>Links to our whole school themes</i>	Geography - Weather	History Victorians	Science	Geography	History - Romans (Gods)	Christmas	Science - Sound Good Vibrations	Class Play	History - Georgians			
Listening & Appraisal	Storm (Britten) The Four Seasons - (Vivaldi)	Music from the Victorian Era	Severn rhapsody (Finzi), music inspired by nature Storm	The night Ferry The train of	Planet Suite Holst	A Range of different styles, adaptations of christmas carols (choral, brass vocal -pentatonix, instrumental)	Carnival of the Animals Young person's guide to the orchestra	Music from around the world	Listen to Baroque and Classical music			
Performing Recorder Glockenspiel Percussion	Use united percussion instruments with control and intent	Glockenspiel Learn to play 3-6 note melodies	Glockenspiel Play 3-6 note melodies	Use untuned and tuned percussion instruments with control and intent	Recorder - G,A,B (C)	Recorder Glockenspiel G,A,B.C.D	Use notes - G,A,B,C,D (E F#) on both recorder and Glockenspiel	African Drumming	Recorder Glockenspiel G,A,B,C,D,E,F#			
Performing Singing	Songs for class show Singing with expression	Learn 'Sing' (piece written for the Queen's Diamond Jubilee	Sing _____	Learn to sing - Magic travel Machine Sing a range of songs from around the world	Sing songs for Harvest celebration - be able to control voice and work on dynamics	Sing songs for Christmas	Sing a range of rounds and fun songs to reinforce timbre and expression	Sing songs from around the world	Learn song for Harvest			
Composition	Using instruments to make sounds	Use Glockenspiels plus untuned percussion instruments Compose a piece of music	Use Tuned and untuned percussion to compose	Create rhythm patterns on the drums Be able to record compositions using graphic score	Use tuned and united percussion plus knowledge of the recorder to describe a Roman god	Write a class song for Christmas	Use knowledge of playing recorder and Glockenspiel G,A,B,C,D (E)	Use african drums to compose rhythm patterns and record using graphic scoring				
Transcribing	Recognise written note values Clap r	Write letter name to record composition	Use graphic scoring to record composition	Use graphic scoring to record composition	Record using letter names	Record using standard and non standard notation						
MUSICAL FOCUS Note Value Elements of Music	Quavers, Crotchets minims Introduce elements fo music	Revise note values Quavers Crotchets minims	Quavers, crotchets, minims Semibreves	Quavers, crotchets, minims Semibreves	Quavers, crotchets, minims Semibreves Rests	Quavers, crotchets, minims Semibreves Introduce dotted rhythms	Quavers, crotchets, minims Semibreves Introduce dotted rhythms					

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Cycle B	Key Stage 1				Lower Key Stage 2 Year 3/4				Upper Key Stage 2 Year 5/6			
Unit Theme	Dinosaurs Term 1	Class Performance Term 2	Glockenspiel Term 5	Journeys Around the World Term 5 and 6	Harvest Term 1	Christmas Term 2	Music to tell a Story Term 4	Rhythm around the world Term 4	Christmas Term 2	Dreams and Goals Term 4	Music around the world Term 5	Class Performance Term 6
<i>Linked text or cultural capital (whole school driver)</i>	HARVEST	Class Production	Baroque music which tells a story Handel's Messiah Solomon (the Arrival of the Queen of Sheba)	Arts Week May celebrations	Harvest	Christmas	Class Production	Easter	Harvest	Easter	Arts Week May celebrations	Class Performance
<i>Links to our whole school themes</i>	MAry Anning - Fossils	Geography - Britain	History - Great Fire of London	Geography	History - Stone Age	Geography America	History - Ancient Greece	Geography - rivers	Geography - Kenya a changing country	Value - Aspiration - Dream and Goals		
Listening & Appraisal	Anthology of Fantastic Zoology: (Mason Bates)	Musicals from Andrew Lloyd Webber	Baroque music which tells a story Handel's Messiah Solomon (the arrival of the Queen of Sheba)	Music from around the world	Raps on different issues	Famous composers from America (Jazz)	Peter and the Wolf	Handels water music, Vltava	Music from Kenya	Music for special occasions B. Britten's War Requiem L. Bernstein's Mass, John Williams "Olympic Fanfare" Tchaikovsky 1812 Overture William Walton - Orb and Sceptre		
Performing Recorder Glockenspiel Percussion	Use united percussion instruments with control and intent		Glockenspiel Play 3-6 note melodies	African drumming Glockenspiel	Recorder - G,A,B (C)	Recorder Glockenspiel G,A,B,C,D (E F#)	Use notes - G,A,B,C,D (E F#) on both recorder and Glockenspiel	African Drumming	Recorder G,A,B,C,D,E,F# African drumming	Reinforce recorder and glockenspiel skills		
Performing Singing	Dinosaur songs Songs for class show Singing with expression	Learn songs for or Class production	Out of the ark in 1666 Round singing - Londons burning BBC radio - Great fire of Lond songs	Sing a range of songs from around the world	Sing songs for Harvest celebration - be able to control voice and work on dynamics	Sing songs for Christmas - be able to control voice and work on dynamics sing in two parts	Songs for class performance	Sing songs from around the world ing a range of rounds and fun songs to reinforce timbre and expression	Learn song for Christmas	Songs about dreams and aspiration		
Composition	Using instruments to make sounds to describe creatures	Improvise rhythm patterns	Use tuned and untuned percussion to describe the Great fire of London	Create rhythm patterns on the drums Record using graphic score	Write a rap based on the stone age	Write a 5 note melody using the recorder	Use tuned and untuned percussion and recorder to compose a soundtrack to a greek story	Use african drums to compose rhythm patterns and record using graphic scoring	Use 7 notes on the recorder to compose a melody	Write a song for our school representing its values using tuned percussion/ recorders' Chord progression in C major		
Transcribing	Recognise written note values Clap	Use written notation to clap rhythm patterns	Use graphic scoring to record composition	Use graphic scoring to record composition	Record using letter names	Record using letter names and standard notation	Record using graphic scoring	graphic scoring and standard notation	Write melody using letter names and standard notation	Record melody using letter names and notation		
MUSICAL FOCUS Note Value Elements of Music	Quavers, Crotchets minims Introduce elements of music	Revise Quavers Crotchets minims	Timbre - use sounds to describe	Quavers, crotchets, minims Semibreves	Structure - repetition Quavers, crotchets, minims Semibreves Rests	Quavers, crotchets, minims Semibreves Introduce dotted rhythms	Quavers, crotchets, minims Semibreves Introduce dotted rhythms			Chords Structure progression		

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End of phase expectations in the skills and disciplines of music

Milestone 1 (Year 1 - Year 2)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To perform	Take part in singing, accurately following the melody.	With encouragement, a basic melody is followed.	Generally, a basic melody is followed accurately.	Basic melodies are followed accurately
	Follow instructions on how and when to sing or play an instrument.	With support from a teacher, instructions of when to play an instrument are followed.	Instructions of when to play an instrument are generally followed correctly	Instructions of when to play an instrument are well understood and followed.
	Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect.	During structured activities, long and short, high and low sounds are created and combined using voice and instruments.	There is some experimentation with combining long and short, high and low sounds with voice and instruments	There is very effective combinations of long and short, high and low sounds using voice and instruments.
	Imitate changes in pitch.	There is some awareness of how to alter pitch.	There are some good examples of imitating changes in pitch.	Pitch changes are imitated effectively.
To compose	Create short, musical patterns.	During structured activities, short musical patterns are created.	There are some good examples of creating short musical patterns.	Well-thought out short musical patterns are created.
To transcribe	Use symbols to represent a composition and use them to help with a performance.	With support, symbols are used to represent a composition and aid its performance	Symbols are chosen from suggestions to represent a composition and aid its performance	Symbols are devised from suggestions to represent a composition and aid its performance.
To describe music	Identify the beat of a tune.	In structured activities, music can be described in terms of its beat.	Generally music is described well in terms of its beat.	Musical terminology is becoming increasingly understood and, where appropriate, the term beat is used to describe music
	Recognise changes in timbre, dynamics and pitch.	In structured activities, the terms timbre, dynamics and pitch are used.	Generally, the terms timbre, dynamics and pitch are beginning to be used appropriately.	There is a good understanding of the terms timbre, dynamics and pitch and they are used appropriately to describe music

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Milestone 2 (Year 3 - Year 4)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To perform	Perform from memory with accurate control, pitch and tune.	There are some good examples of singing from memory with accurate pitch and tune	Generally, singing from memory in familiar situations is done with accurate pitch and tune	In a wide variety of differing situations, singing from memory is done with accurate pitch and tune.
	Maintain a simple part within a group	There are some good examples of holding a simple part within a group.	Generally, a simple part is held well within a group.	Simple parts are held very well within a group.
To compose	Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies	There are some good examples of interesting compositions that are performed well.	Generally, compositions show a good level of decision-making in choosing elements to combine. They are performed well.	Compositions and their very good performance contain well thought out combinations of elements, which are explained well.
To transcribe	Devise non-standard symbols to indicate when to play and rest.	There are some good examples of devising symbols that indicate when to play and rest.	Symbols are devised that indicate when to play and rest	A series of well-thought out symbols is devised and used well to indicate when to play, rest and change other factors such as the loudness.
	Recognise some standard musical notation and explain their meaning	With support, some standard musical notation is used.	Generally, there is a growing recognition, description and use of some standard notation.	There is a good recognition, good description and use of a range of standard notation.
To describe music	Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.	There are some good examples of descriptions of pieces that use a range of musical language.	Generally, descriptions of pieces contain a wide range of musical language that is usually used appropriately.	Descriptions of pieces of music from a wide variety of contexts contain well-judged comments that show a very good understanding of musical language.

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Milestone 3 (Year 5 - Year 6)

Learning Objective	Key Indicator	Basic	Advancing	Deep
To perform	Sing or play expressively, with control and in tune from memory.	There are some good examples of following an example to play expressively and in tune.	Decisions on how to express a piece are developing and tuning is generally accurate.	Excellent performances show well-judged decisions on how to express a piece, and accurate tuning.
	Hold a part within a round or a harmony.	There are some good examples of following examples to hold a part in a round or a harmony	Good control is developing in holding a part within a round or a harmony.	Excellent control is evident when holding a part within a round or a harmony.
To compose	Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody.	There are some good examples of adapting models to create songs	Good control is developing in holding a part within a round or a harmony.	Well-structured, melodic and interesting songs are created for a number of purposes.
	Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.	There are some good examples of adaptation of some elements of pieces to create new ones.	There is a growing confidence in and ability to create pieces that combine a variety of musical devices.	Well-structured pieces that combine a variety of musical devices are developed in a wide range of contexts.
To transcribe	Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.	There are some good examples of the use of standard musical notation to play and transcribe music.	There is a growing ability to use standard musical notation to play and transcribe music.	Simple pieces are played from and transcribed by standard notation with some fluency.
To describe music	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.	There are some good examples of descriptions of music that use a wide range of musical language.	There are good examples of increasingly appropriate choices in musical language to describe music.	Well-chosen musical language is used to describe pieces from a wide range of contexts.
	Describe how lyrics often reflect the cultural context of music and have social meaning.	There are some good responses to questions about the significance of lyrics.	There are some good suggestions as to the significance of lyrics.	There are some insightful and well-reasoned suggestions as to the significance of lyrics.