

Learning Objective	Key Indicators	Basic <i>Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise</i>	Advancing <i>Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare</i>	Deep <i>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.</i>
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 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 with 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
To Transcribe	Use symbols to represent a composition and use them to help with a performance.	In structured activities, music can be described in terms of its beat.	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 and are use appropriately to describe music.

