

Year 7 Music – Assessment (Teacher Wording)

	PERFORMING MUSIC			COMPOSING MUSIC		MUSICAL UNDERSTANDING	
	Group Skills	Singing	Performance & Accuracy	Creating Ideas	Improvisation	Appraising Music	Musical Notation
EMERGING	Contributes to group performance with some support from peers/teacher <input type="checkbox"/>	Works hard to improve their tuning in singing. Sometimes sings with expression <input type="checkbox"/>	Perform very simple rhythms with some accuracy using a very limited range of notes <input type="checkbox"/>	Student will have limited understanding of the elements of music and creates simple musical ideas which may be a little disjointed. <input type="checkbox"/>	Improvise simple 4 beat patterns <input type="checkbox"/>	Recognise the different musical elements, and understand how they can be used to create contrast <input type="checkbox"/>	Students will be able to read basic rhythm notation with some prompting and have a developing understanding of pitch on the treble clef <input type="checkbox"/>
DEVELOPING	They will contribute to group performances, playing more simple lines <input type="checkbox"/>	Sings in tune most of the time, with some expression <input type="checkbox"/>	Perform rhythmically simple parts accurately most of the time, using a limited range of notes <input type="checkbox"/>	Student will have some understanding of the musical elements. Will combine several layers of sound with an awareness of the combined effect <input type="checkbox"/>	Improvise simple repeated patterns <input type="checkbox"/>	Recognise how the different musical elements are used and apply this to my own work <input type="checkbox"/>	Students will be able to read basic rhythm notation and will recall how to read pitches on the treble clef stave <input type="checkbox"/>
SECURE	They will play reliably and in time within a group performance <input type="checkbox"/>	Sings in tune with expression <input type="checkbox"/>	Perform rhythmically simple parts confidently and accurately, using a wider range of notes <input type="checkbox"/>	Student will shows good understanding through expressive use of the musical elements. There will be some simple development of ideas. <input type="checkbox"/>	Improvise repeated patterns including some syncopation <input type="checkbox"/>	Recognise how the musical elements are combined and used expressively. Able to describe music using these key words <input type="checkbox"/>	Students will be able to read both rhythm and pitch notation on the treble clef stave and understands how to read rests <input type="checkbox"/>
ADVANCED	They will take more of a leading role in a group performance <input type="checkbox"/>	Sings with confidence and can support others within a harmony part <input type="checkbox"/>	Perform more complex rhythms and able to maintain part with awareness of how the different parts fit together <input type="checkbox"/>	Students show a thorough understanding of the expressive use of musical elements. Compose music within different styles using appropriate musical devices (<i>structure, chords, rhythm, melody</i>) <input type="checkbox"/>	Improvise varied rhythmic/melodic material within given structures <input type="checkbox"/>	Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. <input type="checkbox"/>	Students will have a thorough understanding on how to read both rhythm and pitch and has developed understanding of rests and dotted rhythms <input type="checkbox"/>
EXCELLING	Developing awareness of own contribution to a group (<i>i.e. teaching others, taking a solo part, providing rhythmic support</i>) <input type="checkbox"/>	Sings with good control and expression, may add additional harmonies and solo lines <input type="checkbox"/>	Students perform with a high level of confidence and make expressive use of tempo, dynamics, phrasing and timbre <input type="checkbox"/>	Composes more confidently within different genres and styles; use harmonic & non-harmonic devices; sustain and develop musical ideas. Uses relevant notation to plan, revise & refine material <input type="checkbox"/>	Improvise within different genres with musicality and shows development of ideas <input type="checkbox"/>	Analyse and compare musical features and evaluate how venue, occasion and purpose affects the way music is created, performed and heard. <input type="checkbox"/>	Students will have an excellent understanding on how to read pitch and rhythm and has developed understanding of rests, dotted rhythms and bass clef pitches. <input type="checkbox"/>

Year 7 Music – Assessment (Student Friendly)

	PERFORMING MUSIC			COMPOSING MUSIC		MUSICAL UNDERSTANDING	
	Group Skills	Singing	Performance & Accuracy	Creating Ideas	Improvisation	Appraising Music	Musical Notation
EMERGING	I contribute in a group performance with some support from peers/teacher <input type="checkbox"/>	I work hard to improve my tuning in singing. Sometimes I sing with more feeling <input type="checkbox"/>	I can perform very simple rhythms with some accuracy using a few notes <input type="checkbox"/>	I have a limited understanding of the elements of music and can create simple musical ideas which now need joining up <input type="checkbox"/>	I can improvise simple 4 beat patterns <input type="checkbox"/>	I recognise the different musical elements, and understand how they can be used to create contrast <input type="checkbox"/>	I am able to read basic rhythm notation with some help and have developed my understanding of pitch on the treble clef <input type="checkbox"/>
DEVELOPING	I contribute in group performances, playing more simple lines <input type="checkbox"/>	I can sing in tune most of the time, with some expression <input type="checkbox"/>	I can perform rhythmically simple parts accurately most of the time, using a limited range of notes <input type="checkbox"/>	I have some understanding of the musical elements. I can combine several layers of sound with an awareness of the combined effect <input type="checkbox"/>	I can improvise simple repeated patterns <input type="checkbox"/>	I recognise how the different musical elements are used and apply this to my own work <input type="checkbox"/>	I am able to read basic rhythm notation and can recall how to read pitches on the treble clef staff <input type="checkbox"/>
SECURE	I am a reliable member in my group and can play in time within a group performance <input type="checkbox"/>	I can sing in tune with expression <input type="checkbox"/>	I can perform rhythmically simple parts confidently and accurately, using a wider range of notes <input type="checkbox"/>	I can use the musical elements expressively within my work. I have started to develop my musical ideas. <input type="checkbox"/>	I can improvise repeated patterns with some syncopation <input type="checkbox"/>	I recognise how the musical elements are combined and used expressively. I can write & talk about music using these the correct musical vocabulary <input type="checkbox"/>	I am able to read both rhythm and pitch notation on the treble clef staff and understand how to read rests <input type="checkbox"/>
ADVANCED	I can often help by leading my group in a performance and can listen to the ideas of others <input type="checkbox"/>	I can sing with confidence and can support others within a harmony part <input type="checkbox"/>	I can perform more complex rhythms and maintain my part with awareness of how it fits with what my group are playing <input type="checkbox"/>	I can confidently and expressively use the musical elements within my work. I can compose music within different styles using appropriate musical devices (<i>structure, chords, rhythm, melody</i>) <input type="checkbox"/>	I can improvise varied rhythmic/melodic material within given structures <input type="checkbox"/>	I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. <input type="checkbox"/>	I have a good understanding of how to read both rhythm and pitch and have developed my understanding of rests and dotted rhythms <input type="checkbox"/>
EXCELLING	I can lead a group and help to structure & develop our work. I am aware of my contribution to our performance (<i>i.e. teaching others, taking a solo part, providing rhythmic support</i>) <input type="checkbox"/>	I can sing with good control and expression, I may add additional harmonies and solo lines <input type="checkbox"/>	I can perform with a high level of confidence and make expressive use of tempo, dynamics, phrasing and timbre <input type="checkbox"/>	I can compose more confidently within different genres and styles by using the appropriate musical elements. I plan, revise & refine my musical ideas <input type="checkbox"/>	I can improvise within different genres with musicality and develop my melodic ideas <input type="checkbox"/>	I can analyse and compare musical features and evaluate how venue, occasion and purpose affects the way music is created, performed and heard <input type="checkbox"/>	I have a very good understanding of how to read pitch and rhythm and have developed my understanding of rests, dotted rhythms and bass clef pitches. <input type="checkbox"/>

Year 8 Music – Assessment (Teacher Wording)

	PERFORMING MUSIC			COMPOSING MUSIC		MUSICAL UNDERSTANDING	
	Group Skills	Singing	Performance & Accuracy	Creating Ideas	Improvisation	Appraising Music	Musical Notation
EMERGING	Will perform with a group with mostly good timing <input type="checkbox"/>	Sings in tune most of the time, with some expression <input type="checkbox"/>	Perform simple rhythms mostly accurately, using a limited range of notes <input type="checkbox"/>	Compositions will show some basic understanding of the genres studied but the ideas won't have been developed <input type="checkbox"/>	Improvise simple repeated patterns <input type="checkbox"/>	Can identify basic features of music and understand how the musical elements have been used with some guidance <input type="checkbox"/>	Students will be able to read basic rhythm notation and will recall how to read pitches on the treble clef staff <input type="checkbox"/>
DEVELOPING	Will play a part in a group performance and be able to rejoin if mistakes are made <input type="checkbox"/>	Sings in tune with expression <input type="checkbox"/>	Perform rhythmically simple parts confidently and accurately, using a wider range of notes <input type="checkbox"/>	Student can combine several layers of sound with awareness of the combined effect and can manipulate given material to produce new music <input type="checkbox"/>	Improvise repeated patterns including some syncopation <input type="checkbox"/>	Recognise how the different musical elements are used and apply this to my own work <input type="checkbox"/>	Students will be able to read both rhythm and pitch notation on the treble clef staff and understands how to read rests <input type="checkbox"/>
SECURE	Will be able to maintain their own part in a group performance with good accuracy and attempt to use phrasing & dynamics to enhance mood of the music. <input type="checkbox"/>	Sing with greater sense of confidence and will try to learn harmony lines <input type="checkbox"/>	Maintain your own part with awareness of how the different parts fit together and has awareness of how to achieve an overall effect <input type="checkbox"/>	Student can combine several layers of sound and include expressive use of the musical elements in their work. They can develop their ideas with some success within a given structure <input type="checkbox"/>	Improvise interesting melodic & rhythmic phrases as part of a group performance <input type="checkbox"/>	Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. Has good understanding of the contextual influences of the music we have studied <input type="checkbox"/>	Students will have a good understanding on how to read both rhythm and pitch and has developed understanding of rests and dotted rhythms <input type="checkbox"/>
ADVANCED	Developing awareness of own contribution to a group (<i>i.e. teaching others, taking a solo part, providing rhythmic support</i>) <input type="checkbox"/>	Sings with confidence, expression and can support others within a harmony part <input type="checkbox"/>	Students perform with a high level of confidence and make expressive use of tempo, dynamics, phrasing and timbre <input type="checkbox"/>	Students confidently make expressive use of the musical elements and use appropriate musical devices. They will develop their ideas to create a musically satisfying piece within a given structure <input type="checkbox"/>	Improvise within different genres with musicality and shows development of ideas <input type="checkbox"/>	Analyse and compare musical features and how they are used. Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. <input type="checkbox"/>	Students will have a thorough understanding on how to read both rhythm and pitch and has developed understanding of syncopation and the bass clef staff <input type="checkbox"/>
EXCELLING	Makes significant contributions to the ensemble and can make subtle adjustments to their own part <input type="checkbox"/>	Sings with good control, expression and confidence and can adapt to different styles & genres. <input type="checkbox"/>	Will perform with control, making some expressive use of dynamics & phrasing appropriate to the style & mood of the music <input type="checkbox"/>	Student will be able to develop their ideas to create a musically satisfying piece which may experiment with structure. They make critical judgements about their own work using musical vocabulary <input type="checkbox"/>	Can improvise using different scales & modes and show ability to adapt, extend, develop and discard ideas <input type="checkbox"/>	Analyse, compare & evaluate how music reflects the contexts in which it is created, performed and heard. Can use musical vocabulary accurately to discuss music and reflect upon their own work <input type="checkbox"/>	Students will have an excellent understanding on how to read pitch and rhythm and has developed understanding bass clef staff, syncopation and accidentals (#/b). <input type="checkbox"/>

Year 8 Music – Assessment (Student Friendly)

	PERFORMING MUSIC			COMPOSING MUSIC		MUSICAL UNDERSTANDING	
	Group Skills	Singing	Performance & Accuracy	Creating Ideas	Improvisation	Appraising Music	Musical Notation
EMERGING	I can perform with a group with mostly good timing <input type="checkbox"/>	I can sing in tune most of the time, with some expression <input type="checkbox"/>	I can perform simple rhythms accurately most of the time, using a limited range of notes <input type="checkbox"/>	My compositions will show some basic understanding of the genres studied but my ideas need developing <input type="checkbox"/>	I can improvise simple repeated patterns <input type="checkbox"/>	I can identify basic features of music and understand how the musical elements have been used with some guidance <input type="checkbox"/>	I am able to read basic rhythm notation and can recall how to read pitches on the treble clef staff <input type="checkbox"/>
DEVELOPING	I can play my own part in a group performance and can join back in if I make a mistake <input type="checkbox"/>	I can sing in tune with expression <input type="checkbox"/>	I can perform rhythmically simple parts confidently and accurately, using a wider range of notes <input type="checkbox"/>	I can combine several layers of sound with awareness of the combined effect and can manipulate given material to produce new music <input type="checkbox"/>	I can improvise repeated patterns including some syncopation <input type="checkbox"/>	I recognise how the different musical elements are used and apply this to my own work <input type="checkbox"/>	I am able to read both rhythm and pitch notation on the treble clef staff and understand how to read rests <input type="checkbox"/>
SECURE	I can maintain my own part in a group performance with good accuracy and timing <input type="checkbox"/>	I can sing with greater sense of confidence and try to learn harmony lines <input type="checkbox"/>	I can maintain my own part with awareness of how the different parts fit together and how to achieve an overall effect <input type="checkbox"/>	I can combine several layers of sound and use the musical elements expressively in my work. I can develop my ideas with some success within a given structure <input type="checkbox"/>	I can improvise interesting melodic & rhythmic phrases as part of a group performance <input type="checkbox"/>	I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. I have good understanding of the contextual influences of the music we have studied <input type="checkbox"/>	I have a good understanding of how to read both rhythm and pitch and have developed my understanding of rests and dotted rhythms <input type="checkbox"/>
ADVANCED	I am aware of my contribution to the group (<i>i.e. teaching others, taking a solo part, providing rhythmic support</i>) <input type="checkbox"/>	I can sing with confidence, expression and can support others within a harmony part <input type="checkbox"/>	I can perform with a high level of confidence and make expressive use of tempo, dynamics, phrasing and timbre <input type="checkbox"/>	I can confidently make expressive use of the musical elements and use appropriate musical devices. I can develop my ideas to create a musically satisfying piece within a given structure <input type="checkbox"/>	I can improvise within different genres with musicality and show development of ideas <input type="checkbox"/>	I can analyse and compare musical features and how they are used. I can evaluate how venue, occasion and purpose affects the way music is created, performed and heard. <input type="checkbox"/>	I have a thorough understanding of how to read both rhythm and pitch and have developed understanding of syncopation and the bass clef staff <input type="checkbox"/>
EXCELLING	I have made significant contributions to the group and can make subtle adjustments to my own part <input type="checkbox"/>	I can sing with good control, expression and confidence and can adapt to different styles & genres. <input type="checkbox"/>	I can perform with control, making some expressive use of dynamics & phrasing appropriate to the style & mood of the music <input type="checkbox"/>	I can develop my ideas to create a musically satisfying piece and have started to experiment with the structure of my piece. I can evaluate and discuss my work using musical vocabulary <input type="checkbox"/>	I can improvise confidently within a style and can develop my ideas. I have started to explore using different scales & modes <input type="checkbox"/>	I can analyse, compare & evaluate how music reflects the contexts in which it is created, performed and heard. I can use musical vocabulary accurately to discuss music and reflect upon my own work <input type="checkbox"/>	I have an excellent understanding of how to read pitch and rhythm and have developed my understanding of bass clef staff, syncopation and accidentals (# / b). <input type="checkbox"/>

Year 9 Music – Assessment (Teacher Wording)

	PERFORMING MUSIC			COMPOSING MUSIC		MUSICAL UNDERSTANDING		
	Group Skills	Singing	Performance & Accuracy	Creating Ideas	Improvisation	Appraising Music	Musical Notation	
EMERGING	Will perform in a group with mostly good timing and need occasional support <input type="checkbox"/>	Sings in tune with expression <input type="checkbox"/>	Perform simple rhythms and music with some fluency and accuracy, using a limited range of notes <input type="checkbox"/>	Composes simple music that makes some use of the elements of music to relate to a brief <input type="checkbox"/>	Improvise repeated patterns including some syncopation <input type="checkbox"/>	Can recognise how the different musical elements are combined with some guidance. <input type="checkbox"/>	Students will be able to read simple rhythms and pitch notation on the treble clef stave and understands how to read rests <input type="checkbox"/>	Foundation GCSE Ready
DEVELOPING	Will maintain a part in a group performance with some fluency and be able to rejoin if mistakes are made <input type="checkbox"/>	Sing with greater sense of confidence and will try to learn harmony lines <input type="checkbox"/>	Perform simple music/rhythms with accuracy and control of the resources used <input type="checkbox"/>	Composes music that shows some ability to organise musical ideas and use appropriate resources in response to a brief <input type="checkbox"/>	Improvise interesting melodic & rhythmic phrases as part of a group performance <input type="checkbox"/>	Describe, compare and evaluate different kinds of music using appropriate musical vocabulary. Suggest improvements to your own and others' work <input type="checkbox"/>	Students will have good understanding of how to read rhythm and pitch on the treble stave and has developed understanding of rests and dotted rhythms <input type="checkbox"/>	
SECURE	Will be able to maintain their own part from memory with good accuracy and developing awareness of own contribution to a group (<i>i.e. teaching others, taking a solo part, providing rhythmic support</i>) <input type="checkbox"/>	Sings with confidence, expression and can support others within a harmony part <input type="checkbox"/>	Can perform with accuracy and control and makes use of phrasing and dynamics to enhance the mood of the performance <input type="checkbox"/>	Composes music showing some development of ideas/motifs and shows an ability to organise ideas musically. They can use appropriate musical devices and resources for the style they are composing in <input type="checkbox"/>	Improvise varied rhythmic/ melodic material within given structures and shows some development of ideas <input type="checkbox"/>	Analyse and compare musical features. Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. Refine and improve your work. <input type="checkbox"/>	Students will have good understanding of both rhythm and pitch on the treble stave and has developed understanding of syncopated rhythms and the bass clef stave. Developing an understanding of key signatures up to 1 sharp or flat <input type="checkbox"/>	Intermediate GCSE Ready
ADVANCED	Makes significant contributions to the ensemble and can make subtle adjustments to their own part <input type="checkbox"/>	Sings with good control, expression and confidence and can adapt to different styles & genres. <input type="checkbox"/>	Will perform reliably, maintaining an independent part fluently and accurately. Includes some expressive use of dynamics and phrasing <input type="checkbox"/>	Composes music which shows some development of ideas and confident use of the conventions and musical elements. They will explore the potential of musical structures and resources <input type="checkbox"/>	Improvise stylistically within different genres and demonstrates ability to develop and adapt ideas <input type="checkbox"/>	Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. Make improvements to your own work in light of the chosen style <input type="checkbox"/>	Students will have an thorough understanding of how to read simple and more complex rhythms and can read treble & bass clef pitches and understands key signatures up to 2-3 sharp or flats <input type="checkbox"/>	
EXCELLING	Will make significant contributions to group and listens and responds well to the ideas of others. Looks for ways to develop ideas (<i>structure, solos, arrangement etc.</i>) <input type="checkbox"/>	Sings with deeper sense of style and occasion and able to perform material with flair and personality <input type="checkbox"/>	Will perform with control, making expressive use of dynamics & phrasing appropriate to the style & mood of the music. Will be playing at Gr 3 standard and above <input type="checkbox"/>	Composes music that shows ability to sustain and develop musical ideas, achieving different intended effects. Explores different genres & styles working by ear and by making accurate use of notations <input type="checkbox"/>	Can improvise with confidence using different scales & modes and show ability to adapt, extend, develop and discard ideas <input type="checkbox"/>	Evaluate and make critical judgements about the use of musical conventions. Evaluate how different contexts are reflected in your own and others' work <input type="checkbox"/>	Students will have an excellent understanding of how to read simple and more complex rhythms, can read treble & bass clef pitches and understands key signatures up to 4-5 sharp or flats <input type="checkbox"/>	Advanced GCSE Ready

Year 9 Music - Assessment (Student Friendly)

	PERFORMING MUSIC			COMPOSING MUSIC		MUSICAL UNDERSTANDING		
	Group Skills	Singing	Performance & Accuracy	Creating Ideas	Improvisation	Appraising Music	Musical Notation	
EMERGING	I can perform in a group with good timing most of the time and need occasional support from teacher/peers <input type="checkbox"/>	I can sing in tune with expression <input type="checkbox"/>	I can perform simple rhythms and music with some fluency and accuracy, using a limited range of notes <input type="checkbox"/>	I can compose simple musical ideas that make some use of the elements of music to relate to a brief <input type="checkbox"/>	I can improvise repeated patterns including some syncopation <input type="checkbox"/>	I can recognise how the different musical elements are combined with some guidance. <input type="checkbox"/>	I am able to read simple rhythms and pitch notation on the treble clef staff and understand how to read rests <input type="checkbox"/>	Foundation GCSE Ready
DEVELOPING	I can maintain my part in a group with some fluency and can join back in if mistakes are made <input type="checkbox"/>	I can sing with greater sense of confidence and try to learn harmony lines <input type="checkbox"/>	I can perform simple rhythms and music with accuracy and control of the resources used <input type="checkbox"/>	I can compose music that shows some ability to organise musical ideas and use appropriate resources in response to a brief <input type="checkbox"/>	I can improvise interesting melodic & rhythmic phrases as part of a group performance <input type="checkbox"/>	I can describe, compare and evaluate different kinds of music using appropriate musical vocabulary. I suggest improvements to my own and others' work <input type="checkbox"/>	I have good understanding of how to read rhythm and pitch on the treble staff and have developed my understanding of rests and dotted rhythms <input type="checkbox"/>	
SECURE	I am able to maintain my own part from memory with good accuracy and developing awareness of my own contribution to the group (<i>i.e. teaching others, taking a solo part, providing rhythmic support</i>) <input type="checkbox"/>	I can sing with confidence, expression and can support others within a harmony part <input type="checkbox"/>	I can perform with accuracy and control and make use of phrasing and dynamics to enhance the mood of the performance <input type="checkbox"/>	I can compose music that shows some development of ideas/motifs and an ability to organise ideas musically. I can use appropriate musical devices and resources for the style I am composing in <input type="checkbox"/>	I can improvise varied rhythmic/ melodic material within given structures and show some development of ideas <input type="checkbox"/>	I can analyse and compare musical features. I can evaluate how venue, occasion and purpose affects the way music is created, performed and heard. I can refine and improve my work. <input type="checkbox"/>	I have good understanding of both rhythm and pitch on the treble staff and have developed understanding of syncopated rhythms and the bass clef staff. I am starting to understand key signatures of up to 1 sharp or flat <input type="checkbox"/>	Intermediate GCSE Ready
ADVANCED	I make significant contributions to my group and can make subtle adjustments to my own part when needed <input type="checkbox"/>	I can sing with good control, expression and confidence and can adapt to different styles & genres. <input type="checkbox"/>	I can perform reliably, maintaining an independent part fluently and accurately. I include some expressive use of dynamics and phrasing <input type="checkbox"/>	I can compose music which shows some development of ideas and confident use of the conventions and musical elements. I will explore the potential of musical structures and resources used <input type="checkbox"/>	I can improvise stylistically within different genres and demonstrate my ability to develop and adapt ideas <input type="checkbox"/>	I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. I make improvements to my own work in light of the chosen style <input type="checkbox"/>	I have a thorough understanding of how to read simple and more complex rhythms and can read treble & bass clef pitches and can read key signatures up to 2-3 sharp or flats <input type="checkbox"/>	
EXCELLING	I make significant contributions to my group and listen and respond well to the ideas of others. I try to think of ways to develop ideas (<i>structure, solos, arrangement etc.</i>) <input type="checkbox"/>	I can sing with deeper sense of style and occasion and I am able to perform material with flair and personality <input type="checkbox"/>	I can perform with control, making expressive use of dynamics & phrasing appropriate to the style & mood of the music. I am able to play music at Gr 3 standard and above <input type="checkbox"/>	I can compose music that shows ability to sustain and develop musical ideas, achieving different intended effects. I will explore different genres & styles working by ear and by making accurate use of notations <input type="checkbox"/>	I can improvise with confidence using different scales & modes and show ability to adapt, extend, develop and discard ideas <input type="checkbox"/>	I can evaluate and make critical judgements about the use of musical conventions. I can evaluate how different contexts are reflected in my own and others' work <input type="checkbox"/>	I have an excellent understanding of how to read simple and more complex rhythms, I can read treble & bass clef pitches and can read key signatures up to 4-5 sharp or flats <input type="checkbox"/>	Advanced GCSE Ready