

Music in Context

1. I can identify instruments that belong to specific time periods and use this information to justify my reasoning for suggesting when a piece of music was composed.
2. I can identify some musical elements that belong to certain styles of music and use this information to classify the piece of music according to type (e.g. musical, opera, ballad).
3. I understand the music was composed using the resources available at the time. This enables me to place music in its historical context.

Responding to Music

1. I can respond to music through movement and suggest ways how movements can represent the music.
2. I can imitate tempo, dynamics and articulation using my movements.
3. I can discuss how a composer has used different resources to create different moods and effects.
4. I can identify some instruments/voices used in a piece of music and comment on how they are utilised.
5. I can write a story based on a piece of music that I have listened to.
6. I can identify key instruments/motifs in a piece of music and characterise them in my story.

Evaluating Music

1. I can evaluate my peers' performance as part of the rehearsal process for a performance.
2. I am able to use musical vocabulary in my evaluations and justify these evaluations with my knowledge of performance practice.
3. I can evaluate others' work as part of the creative process.
4. I can give constructive criticism and ideas on how to develop a particular work.
5. I can identify how a composer uses musical elements in his work. These include melody, harmony, rhythm, texture, structure and expression.
6. I can use evaluations of music I have made to improve my interpretation and performance.
7. I understand that there are different ways to interpret music and I can use my musical knowledge and skills to justify why I might perform/create a piece of music in a certain way.

Performing

1. I can perform simple pieces from memory and from notation.
2. I understand that in order to be successful in performance I need to be prepared so that I am confident.
3. I can move beyond the basic technical aspects of the music and perform expressively, thus performing with accurate rhythm and pitch as well as conveying the music through appropriate dynamics, technique and tone.
4. I am able to perform simple accompaniments with others.
5. I can make constructive comments on how others' performance can improve.
6. I can say a few words to introduce the work I am about to perform.
7. I can contribute to the choice of performance items and contribute to the decisions made.
8. I can perform in front of different contexts including class peers or an audience of parents.
9. I can suggest movements and/or actions to complement the performance of a piece of music.

Improvising

1. I can improvise more complex melodies confidently.
2. I can improvise more complex rhythms confidently.
3. I can improvise as part of a group responding to others' improvisations.
4. I can improvise an added part for a tune that I have learnt.

Using my Voice

1. I can sing simple songs in unison, in rounds and in two-part harmony.
2. I am able to use phrasing under direction, giving meaning and shape to song.
3. I am aware of my own vocal range and I understand that everyone has a different range.

Developing ideas in Music

1. I can play on instruments to create more complex melodies and rhythmic patterns based on ideas sourced from different stimuli, with increasing confidence and control over tempo, dynamics, rhythm and physical coordination.
2. I can use a range of tuned and un-tuned percussion instruments to play back more complex musical phrases.
3. I can create rhythmic and melodic ostinatos to accompany a musical phrase.
4. I can follow an extended rhythmic pattern using a wide variety of body percussion to make sounds in response to given sources of motivation, such as rhythmic answers to rhythmic questions and imitating a range of dynamics.

Playing Instruments

1. I can play more complex pieces of music with different sections.
2. I can follow a conductor and enjoy playing in an ensemble.
3. I can play a wide range of percussion instruments and instruments I have made myself.
4. I can play back more complex musical phrases on the recorder.
5. I can play melodies ranging up to an octave on the recorder in an ensemble.
6. I can play melodies ranging up to an octave on a tuned percussion instrument.
7. I can play complex rhythms including crotchets, quavers and semiquavers on an untuned percussion instrument.
8. I can adjust my playing being fully aware of other members of the ensemble.
9. I can play from memory and by ear.
10. I can perform following conventional notation.
11. I am able to produce a decent sound from various instruments and know how to produce different effects on them.

Using Technology – Promoting Digital Literacy

1. I can use technology to record myself playing or singing simple pieces or songs.
2. I can use technology as part of the rehearsal process to evaluate and reflect on my work, using it to suggest improvements.
3. I can explore software that enables me to create accompaniments to songs using pre-existing samples.
4. I can create a presentation about a given topic (e.g. composer, composition, instrument) using technology.

Notation

1. I can notate more complex melodic and rhythmic compositions using my own graphic notation.
2. I can notate more complex melodic and rhythmic phrases using conventional notation. I have an increasing knowledge of signs and symbols that I can use.
3. I can learn and perform rather fluently a short melody from conventional staff notation.
4. I can interpret graphic notation understanding how this notation operates.
5. I can compose melodic and rhythmic phrases using simple conventional notation.

Communication, participation and interaction in performances and presentations

1. I am able to listen to and identify several different kinds of live or recorded music.
2. I know how to use the various skills that I have developed during music classes to contribute to a public performance/presentation.
3. I keep myself informed about local music, Maltese composers, musicians and groups.
4. I know that different repertoire is performed depending on location. Sacred music is played in churches whilst secular music is played in theatres.
5. I keep myself informed about cultural organisations/companies, and understand their role in the arts.

Developing, widening and harnessing of knowledge in music

1. I am able to listen to a wide range of songs, popular instrumental music and music from different countries/cultures.
2. I can recognise specific instruments and their families.
3. I am able to recognise and name the different vocal ranges.
4. I am able to search for and read biographical profiles of various composer and listen to representative works.
5. I am able to relate music characteristics to fashion and art of the period when the works were composed.
6. I am able to access musical content from the internet and use it as needed.
7. I participate in class trips to cultural institutions or schools that offer musical performances.
8. I can explore various roles that music can play in my life.
9. I can identify structural forms of various pieces of music/songs and relate them to dance choreography and visual arts.