

# St. Gerard's Catholic Primary & Nursery

## Music Progression 2021-2022

	Foundation	KS1		Lower KS2		UPPER KS2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>The aims of music teaching are to enable children to:</b> <ul style="list-style-type: none"> <li>• know and understand how sounds are made and then organised into musical structures;</li> <li>• know how music is made through a variety of instruments;</li> <li>• know how music is composed and written down;</li> <li>• know how music is influenced by the time, place and purpose for which it was written;</li> <li>• develop the interrelated skills of performing, composing and appreciating music.</li> </ul>							
<b>Vocabulary</b>	Music Pulse/Beat Voice Instrument Rhythm Singing Dancing Recording Pitch Volume Tempo	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

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<b>Singing songs with control and using the voice expressively</b>	<ul style="list-style-type: none"> <li>•sing the pitch of a tone sung by another person ('pitch match')</li> <li>•sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>•create their own songs or improvise a song around one they know</li> <li>•I can use my voices in different ways such as speaking, singing and chanting.</li> <li>•I can perform simple vocal patterns.</li> </ul>	<p>To find their singing voice and use their voices confidently.</p> <ul style="list-style-type: none"> <li>• Sing a melody accurately at their own pitch.</li> <li>• Sing with a sense of awareness of pulse and control of rhythm.</li> <li>• Recognise phrase lengths and know when to breathe.</li> <li>• Sing songs expressively.</li> <li>• Follow pitch movements with their hands and use high, low and middle voices.</li> <li>• Begin to sing with control of pitch (e.g. following the shape of the melody).</li> <li>• Sing with an awareness of other performers</li> </ul>		<p>Sing with confidence using a wider vocal range.</p> <ul style="list-style-type: none"> <li>• Sing in tune.</li> <li>• Sing with awareness of pulse and control of rhythm.</li> <li>• Recognise simple structures. (Phrases).</li> <li>• Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>• Sing songs and create different vocal effects.</li> <li>• Understand how mouth shapes can affect voice sounds.</li> <li>• Internalise sounds by singing parts of a song 'in their heads.</li> </ul>		<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <ul style="list-style-type: none"> <li>• Sing songs in tune and with an awareness of other parts.</li> <li>• Identify phrases through breathing in appropriate places.</li> <li>• Sing with expression and rehearse with others.</li> <li>• Sing a round in two parts and identify the melodic phrases and how they fit together.</li> <li>• Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</li> </ul>	

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<b>Listening, Memory and Movement</b>	<ul style="list-style-type: none"> <li>•listen with increased attention to sounds</li> <li>•respond to what they have heard, expressing their thoughts and feelings</li> <li>•remember and sing entire song</li> <li>•I am able to hear differences in musical elements</li> <li>•I can recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder)</li> </ul>	<p>Recall and remember short songs and sequences and patterns of sounds.</p> <ul style="list-style-type: none"> <li>•Respond physically when performing, composing and appraising music.</li> <li>•Identify different sound sources.</li> <li>•Identify well-defined musical features</li> </ul>		<p>Identify melodic phrases and play them by ear.</p> <ul style="list-style-type: none"> <li>•<input type="checkbox"/> Create sequences of movements in response to sounds.</li> <li>•<input type="checkbox"/> Explore and chose different movements to describe animals.</li> <li>•<input type="checkbox"/> Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>•<input type="checkbox"/> Identify phrases that could be used as an introduction, interlude and ending</li> </ul>		<p>Internalise short melodies and play these on pitched percussion (play by ear).</p> <ul style="list-style-type: none"> <li>•<input type="checkbox"/> Create dances that reflect musical features.</li> <li>•<input type="checkbox"/> Identify different moods and textures.</li> <li>•<input type="checkbox"/> Identify how a mood is created by music and lyrics.</li> <li>•<input type="checkbox"/> Listen to longer pieces of music and identify feature</li> </ul>	

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	<ul style="list-style-type: none"><li>•I can say what I like about a piece of music that I have listened to, watched or taken part in.</li></ul>						
<b>Controlling pulse and rhythm</b>	<ul style="list-style-type: none"><li>•I can demonstrate some awareness of beat and mood in pieces I play or create.</li></ul>	<p>Identify the pulse in different pieces of music.</p> <ul style="list-style-type: none"><li>•Identify the pulse and join in getting faster and slower together.</li><li>•Identify long and short sounds in music.</li><li>•Perform a rhythm to a given pulse.</li><li>•Begin to internalise and create rhythmic patterns.</li><li>•Accompany a chant or song by clapping or playing the pulse or rhythm</li></ul>		<p>Recognise rhythmic patterns.</p> <ul style="list-style-type: none"><li>•Perform a repeated pattern to a steady pulse.</li><li>•Identify and recall rhythmic and melodic patterns.</li><li>•Identify repeated patterns used in a variety of music. (Ostinato).</li></ul>		<p>Identify different speeds of pulse (tempo) by clapping and moving.</p> <ul style="list-style-type: none"><li>•Improvise rhythm patterns.</li><li>•Perform an independent part keeping to a steady beat.</li><li>•Identify the metre of different songs through recognising the pattern of strong and weak beats.</li><li>•Subdivide the pulse while keeping to a steady beat.</li></ul>	
<b>Exploring sounds, melody and</b>	<ul style="list-style-type: none"><li>•play instruments with increasing control to</li></ul>	<p>To explore different sound sources.</p> <ul style="list-style-type: none"><li>•Make sounds and recognise how they can give a message.</li><li>•Identify and name classroom</li></ul>		<p>Identify ways sounds are used to accompany a song.</p> <ul style="list-style-type: none"><li>•Analyse and comment on how sounds are used to create different moods.</li></ul>		<p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'</p>	

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<b>accompaniment</b>	<p>express their feelings and ideas</p> <ul style="list-style-type: none"> <li>•I can select instruments based on the appropriate sounds for the intended purpose.</li> <li>•I can recognise and explore how sounds can be organized.</li> <li>•I can respond to music in a variety of ways</li> </ul>	<p>instruments.</p> <ul style="list-style-type: none"> <li>•Create and chose sounds in response to a given stimulus.</li> <li>•Identify how sounds can be changed.</li> <li>•Change sounds to reflect different stimuli</li> </ul>		<ul style="list-style-type: none"> <li>•Explore and perform different types of accompaniment.</li> <li>•Explore and select different melodic patterns.</li> <li>•Recognise and explore different combinations of pitch sounds</li> </ul>			
<b>Control of instrument</b>	<ul style="list-style-type: none"> <li>•I can recognise and explore how sounds can be made and changed such as holding a</li> </ul>	<p>Play instruments in different ways and create sound effects.</p> <ul style="list-style-type: none"> <li>•Handle and play instruments with control.</li> <li>•Identify different groups of instruments</li> </ul>		<p>Identify melodic phrases and play them by ear.</p> <ul style="list-style-type: none"> <li>•Select instruments to describe visual images.</li> <li>•Choose instruments on the basis of internalised sounds</li> </ul>		<p>Identify and control different ways percussion instruments make sounds.</p> <ul style="list-style-type: none"> <li>•Play accompaniments with control and accuracy.</li> <li>•Create different effects using combinations of pitched sounds.</li> <li>•Use ICT to change and manipulate sounds.</li> </ul>	

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	<p>triangle by the string instead of with your hand.</p> <ul style="list-style-type: none"> <li>•I can play a range of tuned and untuned instruments as they were intended to be used.</li> </ul>						
<b>Composition</b>		<p>Contribute to the creation of a class composition.</p> <ul style="list-style-type: none"> <li>•Basic skills developments for composition in KS1 are to be found within 'Exploring sounds</li> </ul>		<p>Create textures by combining sounds in different ways.</p> <ul style="list-style-type: none"> <li>•Create music that describes contrasting moods/emotions.</li> <li>•Improvise simple tunes based on the pentatonic scale.</li> <li>•Compose music in pairs and make improvements to their own work.</li> <li>•Create an accompaniment to a known song.</li> <li>•Create descriptive music in pairs or small groups.</li> </ul>		<p>Identify different starting points or composing music.</p> <ul style="list-style-type: none"> <li>•Explore, select combine and exploit a range of different sounds to compose a soundscape.</li> <li>•Write lyrics to a known song.</li> <li>•Compose a short song to own lyrics based on everyday phrases.</li> <li>•Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</li> </ul>	

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<b>Reading and writing notation</b>		Perform long and short sounds in response to symbols. •Create long and short sounds on instruments. •Play and sing phrase from dot notation. •Record their own ideas. •Make their own symbols as part of a class score				Perform using notation as a support. •Sing songs with staff notation as support	
<b>Performance skills</b>		Perform together and follow instructions that combine the musical elements.		Perform in different ways, exploring the way the performers are a musical resource. •□Perform with awareness of different part		Present performances effectively with awareness of audience, venue and occasion	
<b>Evaluating and appraising</b>		Choose sounds and instruments carefully and make improvements to their own and others' work.		Recognise how music can reflect different intentions.		Improve their work through analysis, evaluation and comparison	
<b>Genres/Composers/Artists</b>		Old School Hip Hop: MC Hammer, Run DMC Mixed Styles: Blues, Folk, Baroque, Latin Reggae and Bob Marley Rock: Queen, Status Quo etc		RnB. Singing in two parts. Reggae and Bob Marley: Music from around the world: Folk, Hindu etc Disco music: Nile Rogers, Chaka Khan ABBA's music: The language of music Grime, Writing lyrics: Joanna Mangona, Panjabi MC Gospel/links to Religious music: Bill Withers (Soul), The ACM Gospel Choir (Gospel) Symphony 9 – Beethoven		Rock: Queen, Status Quo etc Pop Ballads: Lionel Richie, Adele Hip Hop: MC Hammer, Will Smith Pharrel Williams Motown: Four Top and Mandalas Bacharach Anorak and Meet The Blues (Jazz) Benjamin Britten (pre WW2) Carole King Western country	

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<b>Trips/enrichment</b>		KS1 Music festival (performance)		Year 4 – Drama/dance performance (Parr Hall) Year 3 - recorder recital (parents) Spring Concert – Music from around the world. Xmas choir competition – Widnes Market		Spring Concert – Music from around the world (P+P High School) Gospel performance – L'pool Cathedral Xmas choir competition – Widnes Market	
<b>Cross curricular Opportunities</b>	<p>Maths (Charanga):</p> <p>Numbers (KS1): <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134981-numbers">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134981-numbers</a></p> <p>Times Tables and shape: <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134993-mathematics">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134993-mathematics</a></p> <p>English: <a href="https://www.youtube.com/channel/UCF3idoSal6l-2bJcYtq4rvQ">https://www.youtube.com/channel/UCF3idoSal6l-2bJcYtq4rvQ</a> - Anchor Education (SPaG)</p> <p>Science:</p> <p>KS1:</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134980-minibeasts">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134980-minibeasts</a> - Minibeasts</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/136599-science">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/136599-science</a> - Science</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134983-healthy-living">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134983-healthy-living</a> - Healthy Living</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134975-animals">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134975-animals</a> - Animals</p> <p>KS2</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/136599-science">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/136599-science</a></p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311066-space">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311066-space</a> (Space)</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134986-animals">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134986-animals</a> (Animals)</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134996-staying-healthy">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134996-staying-healthy</a> - Staying Healthy</p> <p>Geography:</p> <p>KS1:</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311065-energy">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311065-energy</a> - Energy</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134978-different-places">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134978-different-places</a> - Different Places</p> <p><a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134984-oceans-seas-and-rivers">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134984-oceans-seas-and-rivers</a> - Oceans and</p>						



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	Rivers <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134979-journeys">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/134979-journeys</a> - Journeys						
	KS2 <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134987-around-the-world">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134987-around-the-world</a> - Around the world <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311065-energy">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311065-energy</a> - Energy <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134994-national-anthems">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134994-national-anthems</a> - National Anthems <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1314815-plastic">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1314815-plastic</a> - Plastic <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134995-oceans-seas-and-rivers">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/134995-oceans-seas-and-rivers</a> - Oceans and Rivers						
	History: KS1: <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311057-ancient-egypt">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311057-ancient-egypt</a> - Ancient Egypt <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311058-celts-and-romans">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311058-celts-and-romans</a> - Celts and Romans						
	KS2: <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311058-celts-and-romans">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311058-celts-and-romans</a> - Celts and Romans <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311057-ancient-egypt">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311057-ancient-egypt</a> - Ancient Egypt <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/135041-great-composers">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/135041-great-composers</a> - Composers through History <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311517-vikings">https://www.accentmusicubinteractive.org.uk/freestyle/1312253-ks2-topics/1311517-vikings</a> - Vikings						
	Art KS1: <a href="https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311069-colours">https://www.accentmusicubinteractive.org.uk/freestyle/1312251-ks1-topics/1311069-colours</a>						

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School development Plan	<p><b><u>Quality of Education</u></b></p> <ul style="list-style-type: none"> <li>• children provided with the opportunity to learn about genres in music from all aspects of history. Our scheme gives ample opportunity to learn about famous artists and musicians in history;</li> <li>• Our Music curriculum is progressive. It builds on skills-introducing new elements- through the years to create a well-rounded musician;</li> <li>• Music providers externally deliver music sessions. 'Music in Maths' delivered to KS1 children. Other providers discreetly teach other cultures through music approaches.</li> </ul> <p><b><u>Leadership and Management</u></b></p> <ul style="list-style-type: none"> <li>• Achieved 'Music Ambassador' status as a result of a successful monitoring visit from Accent;;</li> <li>• CPD opportunities accessed by staff through the ambassador scheme;</li> <li>• Attainment information analyses annually to assess the impact of music;</li> <li>• Learning walks (deep dive) conducted with the SIP gave an accurate reflection of the quality of music in our school;</li> </ul> <p><b><u>Quality of Early Years Provision</u></b></p> <ul style="list-style-type: none"> <li>• Use of Charanga to deliver regular lessons</li> <li>• As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.</li> </ul>						

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	<ul style="list-style-type: none"> <li>• Music contributes to a child's personal and social development.</li> <li>• Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.</li> </ul> <p><b><u>Behaviour and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• lessons are progressive introducing new genres and building on skills throughout the year;</li> <li>• All learning styles are catered for to suit all learners. Music lessons are fully interactive using ample instruments;</li> <li>• School promotes resilient mathematical thinkers and encourages children to have positive attitudes to maths learning.</li> </ul> <p><b><u>Personal Development</u></b></p> <ul style="list-style-type: none"> <li>• Famous musicians and composers included in our music schemes within each genre</li> <li>• PSHE skills delivered through the Charanga scheme;</li> <li>• Hymn practice and Mass singing promotes our Catholic ethos and values</li> </ul>						

### Assessment:

**A = Exceeding expectations:** Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their year expectations and program of study. Assessment in each of the strands could be described as:

### SKILLS:

- Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
- Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
- Showing greater: judgement; autonomy; independence; perception; subtlety.

### KNOWLEDGE

- Showing greater: breadth; contextual understanding; explanation; judgement.

**E1/E2= Meeting expectations:** Pupils who are meeting the expectations in full will typically be providing consistent evidence of achievement which shows that they have

understood and confidently achieved the assessment criteria. They are working at a level which is appropriate for their year expectations and program of study.

**WT1,2,3 or SB= Not yet meeting expectations:**

Pupils who have yet to meet the expectations in full will typically be providing evidence of achievement which is consistently less resolved and confident than their year expectations and program of study,