

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

MUSIC - Year 7

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/Outstanding (O)
Performing	<ul style="list-style-type: none"> • A performance that has repeated errors and hesitations that frequently interrupt the flow. • Sing with inaccuracies in relation to tuning and in timing. • Makes some attempt to perform simple patterns but with several inaccuracies • There is an attempt to realise an awareness of their own part and others in performances. 	<ul style="list-style-type: none"> • A performance that has some errors and hesitations that at times interrupt the flow. • Sing aiming to perform in tune and in time. • Makes a good attempt to perform simple patterns but with some inaccuracies <ul style="list-style-type: none"> • Perform with some awareness of their own part and others. 	<ul style="list-style-type: none"> • A performance that is mainly accurate and fluent. • Sing with a sense of melodic shape, in tune and in time. • Perform simple patterns, keeping a steady pulse, with a degree of accuracy. • Perform with an awareness of their own part and others. • Perform with some expression (phrasing, dynamics, articulation). 	<ul style="list-style-type: none"> • A good performance that is accurate and fluent. • Sing in tune, in time and with expression (phrasing, dynamics, articulation). • Perform simple melodic and rhythmic parts with a good degree of accuracy. • Can maintain their own part with a partner/ensemble with a good degree of accuracy • Can improvise repeated patterns • A convincing performance and secure sense of style. 	<ul style="list-style-type: none"> • A very good performance that displays a high degree of accuracy and fluency. • Sing in tune, in time and with good expression. <ul style="list-style-type: none"> • Perform melodic and rhythmic parts with an excellent degree of accuracy. • Can maintain their own part with a partner/ensemble with an excellent degree of accuracy • A good understanding of expression is displayed in performances (phrasing, dynamics, articulation). • Can improvise with style and flair. • Takes a lead role in ensemble performances.

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

			<ul style="list-style-type: none"> •A sense of style is shown through the performance 		
Composing	<ul style="list-style-type: none"> • Melodic ideas lack a sense of shape •Difficulties representing sounds with symbols •Musical ideas limited • Elements of music may be used to create different moods and effects with some misjudgements •Creates a piece with little attempt to realise the style. •Structure is not entirely clear and there is little or no 	<ul style="list-style-type: none"> • Melodic ideas have some sense of shape •Can represent some sounds with symbols •Musical ideas are simple but mostly appropriate to the style • Elements of music are sometimes used appropriately to create different moods and effects •Creates a piece attempting to realise the style. •Structure is simple but with a limited 	<ul style="list-style-type: none"> • Can order sounds within simple structures. • Melodic ideas have a sense of shape. • Can represent sounds with symbols. • Musical ideas are simple but effective to the style • Elements of music are used appropriately to create different moods and effects 	<ul style="list-style-type: none"> • Melodic ideas have a good sense of shape. • Elements of music are used effectively to create different moods and effects. • Structure has a sense of proportion and development. • Good use of musical devices and textures. 	<ul style="list-style-type: none"> • Melodic ideas have a very good sense of shape • Elements of music are used to excellent effect. • Well-structured showing a good sense of development and use of musical devices • A convincing piece of music

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

	<p>development of ideas.</p> <ul style="list-style-type: none"> • Musical devices and textures used are not convincing. 	<p>development of ideas.</p> <ul style="list-style-type: none"> • Musical devices and textures are used in a functional way. 	<ul style="list-style-type: none"> • Creates an effective piece relative to the style. • Coherent structure with appropriate development of ideas and sense of direction. • Musical devices and textures are used appropriately. 		
<p>Listening and Appraising</p>	<ul style="list-style-type: none"> • Can describe music using some of the elements when prompted, sometimes with misunderstandings. • Limited awareness of the historical and cultural context of music using some musical vocabulary. • Limited understanding of music theory e.g: reading treble clef and rhythm notation, chords 	<ul style="list-style-type: none"> • Can describe music using some of the elements. • An awareness of the historical and cultural context of music using some musical vocabulary. • Some basic knowledge of music theory acquired e.g: reading treble clef and rhythm notation, chords (chord symbols) and scales. 	<ul style="list-style-type: none"> • Appropriate use is made of the elements to describe music. • An understanding of the historical and cultural context of music using appropriate vocabulary. • Basic knowledge of music theory acquired e.g: reading treble clef and rhythm notation, chords 	<ul style="list-style-type: none"> • Effective use is made of the elements to describe music. • Can apply appropriate musical vocabulary in addition to the elements to describe music • Can identify some key musical features in an extract • Can read/dictate some formal staff notation. 	<ul style="list-style-type: none"> • Excellent use is made of the elements and further musical vocabulary to describe a piece. • Can make comparisons between different pieces/musical styles. • Musical vocabulary is used successfully to draw links and comparisons between different styles. • Can read/dictate formal staff notation

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

	<p>(chord symbols) and scales. • Difficulties representing music in the form of symbols/letter names.</p>	<p>• Music dictation may take the form of symbols/letter names as opposed to formal staff notation, but with some misunderstandings.</p>	<p>(chord symbols) and scales. • Music dictation may take the form of symbols/letter names as opposed to formal staff notation.</p>		
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KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

MUSIC - Year 8

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/Outstanding (O)
<p>Performing</p>	<ul style="list-style-type: none"> • A performance that has some errors and hesitations that at times interrupt the flow. • Sing aiming to perform in tune and in time. • Makes a good attempt to perform simple patterns but with some inaccuracies <ul style="list-style-type: none"> • Perform with some awareness of their own part and others. 	<ul style="list-style-type: none"> • A performance that is mainly accurate and fluent. • Sing with a sense of melodic shape, in tune and in time. • Perform simple patterns, keeping a steady pulse, with a degree of accuracy. • Perform with an awareness of their own part and others. • Perform with some expression (phrasing, dynamics, articulation). • A sense of style is shown through the performance. 	<ul style="list-style-type: none"> • A good performance that is accurate and fluent. • Sing in tune, in time and with expression (phrasing, dynamics, articulation). • Perform simple melodic and rhythmic parts with a good degree of accuracy. • Can maintain their own part with a partner/ensemble with a good degree of accuracy • Can improvise repeated patterns • A convincing performance and 	<ul style="list-style-type: none"> • A very good performance that displays a high degree of accuracy and fluency. • Sing in tune, in time and with good expression. <ul style="list-style-type: none"> • Perform melodic and rhythmic parts with an excellent degree of accuracy. • Can maintain their own part with a partner/ensemble with an excellent degree of accuracy • A good understanding of expression is displayed in performances (phrasing, dynamics, articulation). • Can improvise with style and flair. 	<ul style="list-style-type: none"> • An excellent performance that is entirely accurate and fluent. • A performance which shows expression, with attention given to dynamics, phrasing and articulation. • Confident taking a lead role within ensembles and can successfully refine and improve their own work and the work of others.

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

			secure sense of style.	• Takes a lead role in ensemble performances.	
Composing	<ul style="list-style-type: none"> • Melodic ideas lack a sense of shape • Difficulties representing sounds with symbols • Musical ideas limited • Elements of music may be used to create different moods and effects with some misjudgements • Creates a piece with little attempt to realise the style. • Structure is not entirely clear and there is little or no 	<ul style="list-style-type: none"> • Melodic ideas have some sense of shape • Can represent some sounds with symbols • Musical ideas are simple but mostly appropriate to the style • Elements of music are sometimes used appropriately to create different moods and effects • Creates a piece attempting to realise the style. • Structure is simple but with a limited 	<ul style="list-style-type: none"> • Can order sounds within simple structures. • Melodic ideas have a sense of shape. • Can represent sounds with symbols. • Musical ideas are simple but effective to the style • Elements of music are used appropriately to create different moods and effects 	<ul style="list-style-type: none"> • Melodic ideas have a good sense of shape. • Elements of music are used effectively to create different moods and effects. • Structure has a sense of proportion and development. • Good use of musical devices and textures. 	<ul style="list-style-type: none"> • Melodic ideas have a very good sense of shape • Elements of music are used to excellent effect. • Well-structured showing a good sense of development and use of musical devices • A convincing piece of music

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

	<p>development of ideas.</p> <ul style="list-style-type: none"> • Musical devices and textures used are not convincing. 	<p>development of ideas.</p> <ul style="list-style-type: none"> • Musical devices and textures are used in a functional way. 	<ul style="list-style-type: none"> • Creates an effective piece relative to the style. • Coherent structure with appropriate development of ideas and sense of direction. • Musical devices and textures are used appropriately. 		
<p>Listening and Appraising</p>	<ul style="list-style-type: none"> • Can describe music using some of the elements when prompted, sometimes with misunderstandings. • Limited awareness of the historical and cultural context of music using some musical vocabulary. • Limited understanding of music theory e.g: reading treble clef and rhythm notation, chords 	<ul style="list-style-type: none"> • Can describe music using some of the elements. • An awareness of the historical and cultural context of music using some musical vocabulary. • Some basic knowledge of music theory acquired e.g: reading treble clef and rhythm notation, chords (chord symbols) and scales. 	<ul style="list-style-type: none"> • Appropriate use is made of the elements to describe music. • An understanding of the historical and cultural context of music using appropriate vocabulary. • Basic knowledge of music theory acquired e.g: reading treble clef and rhythm notation, chords 	<ul style="list-style-type: none"> • Effective use is made of the elements to describe music. • Can apply appropriate musical vocabulary in addition to the elements to describe music • Can identify some key musical features in an extract • Can read/dictate some formal staff notation. 	<ul style="list-style-type: none"> • Excellent use is made of the elements and further musical vocabulary to describe a piece. • Can make comparisons between different pieces/musical styles. • Musical vocabulary is used successfully to draw links and comparisons between different styles. • Can read/dictate formal staff notation

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

	<p>(chord symbols) and scales. • Difficulties representing music in the form of symbols/letter names.</p>	<p>• Music dictation may take the form of symbols/letter names as opposed to formal staff notation, but with some misunderstandings.</p>	<p>(chord symbols) and scales. • Music dictation may take the form of symbols/letter names as opposed to formal staff notation.</p>		
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KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

MUSIC - Year 9

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/Outstanding (O)
Performing	<ul style="list-style-type: none"> • A performance that has some errors and hesitations that at times interrupt the flow. • Sing aiming to perform in tune and in time. • Makes a good attempt to perform simple patterns but with some inaccuracies <ul style="list-style-type: none"> • Perform with some awareness of their own part and others. 	<ul style="list-style-type: none"> • A good performance that is mainly accurate and fluent. • Sing with a sense of melodic shape, in tune and in time. • Perform simple patterns, keeping a steady pulse, with a degree of accuracy. • Perform with an awareness of their own part and others. • Perform with some expression (phrasing, dynamics, articulation). • A sense of style is shown through the performance 	<ul style="list-style-type: none"> • A very good performance that is accurate and fluent. • Sing in tune, in time and with expression (phrasing, dynamics, articulation). • Perform simple melodic and rhythmic parts with a good degree of accuracy. • Can maintain their own part with a partner/ensemble with a good degree of accuracy • Can improvise repeated patterns 	<ul style="list-style-type: none"> • An excellent performance that displays a high degree of accuracy and fluency. • Sing in tune, in time and with good expression. <ul style="list-style-type: none"> • Perform melodic and rhythmic parts with an excellent degree of accuracy. • Can maintain their own part with a partner/ensemble with an excellent degree of accuracy • A good understanding of expression is displayed in performances (phrasing, dynamics, articulation). 	<ul style="list-style-type: none"> • An outstanding performance that is entirely accurate and fluent. • A performance which shows expression, with attention given to dynamics, phrasing and articulation. • Confident taking a lead role within ensembles and can successfully refine and improve their own work and the work of others.

KS3 ASSESSMENT CRITERIA – YEARS 7-9 MUSIC

			<ul style="list-style-type: none"> • A convincing performance and secure sense of style. 	<ul style="list-style-type: none"> • Can improvise with style and flair. • Takes a lead role in ensemble performances. 	
Composing	<ul style="list-style-type: none"> • Melodic ideas lack a sense of shape • Difficulties representing sounds with symbols • Musical ideas limited • Elements of music may be used to create different moods and effects with some misjudgements • Creates a piece with little attempt to realise the style. • Structure is not entirely clear and there is little or no 	<ul style="list-style-type: none"> • Melodic ideas have some sense of shape • Can represent some sounds with symbols • Musical ideas are simple but mostly appropriate to the style • Elements of music are sometimes used appropriately to create different moods and effects • Creates a piece attempting to realise the style. • Structure is simple but with a limited 	<ul style="list-style-type: none"> • Can order sounds within simple structures. • Melodic ideas have a sense of shape. • Can represent sounds with symbols. • Musical ideas are simple but effective to the style • Elements of music are used appropriately to create different moods and effects 	<ul style="list-style-type: none"> • Melodic ideas have a good sense of shape. • Elements of music are used effectively to create different moods and effects. • Structure has a sense of proportion and development. • Good use of musical devices and textures. 	<ul style="list-style-type: none"> • Melodic ideas have a very good sense of shape • Elements of music are used to excellent effect. • Well-structured showing a good sense of development and use of musical devices • A convincing piece of music

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	<p>development of ideas.</p> <ul style="list-style-type: none"> • Musical devices and textures used are not convincing. 	<p>development of ideas.</p> <ul style="list-style-type: none"> • Musical devices and textures are used in a functional way. 	<ul style="list-style-type: none"> • Creates an effective piece relative to the style. • Coherent structure with appropriate development of ideas and sense of direction. • Musical devices and textures are used appropriately. 		
<p>Listening and Appraising</p>	<ul style="list-style-type: none"> • Can describe music using some of the elements when prompted, sometimes with misunderstandings. • Limited awareness of the historical and cultural context of music using some musical vocabulary. • Limited understanding of music theory e.g: reading treble clef and rhythm notation, chords 	<ul style="list-style-type: none"> • Can describe music using some of the elements. • An awareness of the historical and cultural context of music using some musical vocabulary. • Some basic knowledge of music theory acquired e.g: reading treble clef and rhythm notation, chords (chord symbols) and scales. 	<ul style="list-style-type: none"> • Appropriate use is made of the elements to describe music. • An understanding of the historical and cultural context of music using appropriate vocabulary. • Basic knowledge of music theory acquired e.g: reading treble clef and rhythm notation, chords 	<ul style="list-style-type: none"> • Effective use is made of the elements to describe music. • Can apply appropriate musical vocabulary in addition to the elements to describe music • Can identify some key musical features in an extract • Can read/dictate some formal staff notation. 	<ul style="list-style-type: none"> • Excellent use is made of the elements and further musical vocabulary to describe a piece. • Can make comparisons between different pieces/musical styles. • Musical vocabulary is used successfully to draw links and comparisons between different styles. • Can read/dictate formal staff notation

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	<p>(chord symbols) and scales. • Difficulties representing music in the form of symbols/letter names.</p>	<p>• Music dictation may take the form of symbols/letter names as opposed to formal staff notation, but with some misunderstandings.</p>	<p>(chord symbols) and scales. • Music dictation may take the form of symbols/letter names as opposed to formal staff notation.</p>		
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