

KS3 assessment grid – Music

	Greater than expected progress Students will be able to know/understand/do:	Expected progress Students will be able to know/understand/do:	Less than expected progress Students will be able to know/understand/do:
Year 9	<ul style="list-style-type: none"> Consistently create an accurate performance with an appropriate tempo sustained throughout resulting in a fluent performance and is able to perform a longer length piece. Regularly compose music that demonstrates a coherent development of musical ideas and is consistent in style. Can analyse music in great detail, making critical judgements about the composer's intentions. Demonstrates a broad understanding of staff notation and can consistently apply this to their performance and composition work. 	<ul style="list-style-type: none"> Create an accurate performance with an appropriate tempo sustained throughout resulting in a fluent performance. An expressive performance with effective balance between performers where applicable. Can compose coherent pieces of music which have signs of development within them and are consistent with a chosen style. Where appropriate can use basic staff notation symbols to notate their composition. Ability to identify musical dimensions and devices when listening to music and analyse the intentions of the composer. Demonstrates an accurate understanding of staff notation and can effectively apply this to their performance and composition work. 	<ul style="list-style-type: none"> A generally accurate performance where the fluency of the performance is compromised occasionally. Sometimes an expressive performance with which is mostly balanced. <ul style="list-style-type: none"> Compose music using appropriate musical devices such as melody, rhythm, harmony and structure. Where appropriate basic rhythm notation can be used to notate their composition. Can identify musical dimensions and devices when listening to music. Can describe music using musical key vocabulary. <ul style="list-style-type: none"> Demonstrates some understanding of staff notation with some application to their performance and composition work.
Year 8	<ul style="list-style-type: none"> Create an accurate performance with an appropriate tempo sustained throughout resulting in a fluent performance. An expressive performance with effective balance between performers where applicable. Can compose coherent pieces of music which have signs of development within them and are consistent with a chosen style. Where appropriate can use basic staff notation symbols to notate their composition. Ability to identify musical dimensions and devices when listening to music and analyse the intentions of the composer. Demonstrates an accurate understanding of staff notation and can effectively apply this to their performance and composition work. 	<ul style="list-style-type: none"> A generally accurate performance where the fluency of the performance is compromised occasionally. Sometimes an expressive performance with which is mostly balanced. Compose music using appropriate musical devices such as melody, rhythm, harmony and structure. Where appropriate basic rhythm notation can be used to notate their composition. Can identify musical dimensions and devices when listening to music. Can describe music using musical key vocabulary. Demonstrates some understanding of staff notation with some application to their performance and composition work. 	<ul style="list-style-type: none"> A less accurate performance where the fluency is frequently compromised. An inconsistent performance in relation to style and expression. Can create and order sounds in relation to a composition starting point and uses simple textures. Where appropriate can notate their composition using a graphic score or using letters to describe the pitch. <ul style="list-style-type: none"> Can define musical keywords. Can correctly identify instruments by ear. Demonstrate basic understanding of staff notation with limited application to their performance and composition work.
Year 7	<ul style="list-style-type: none"> A generally accurate performance where the fluency of the performance is compromised occasionally. Sometimes an expressive performance with which is mostly balanced. Compose music using appropriate musical devices such as melody, rhythm, harmony and structure. Where appropriate basic rhythm notation can be used to notate their composition. Can identify musical dimensions and devices when listening to music. <ul style="list-style-type: none"> Can describe music using musical key vocabulary. Demonstrates some understanding of staff notation with some application to their performance and composition work. 	<ul style="list-style-type: none"> A less accurate performance where the fluency is frequently compromised. An inconsistent performance in relation to style and expression. <ul style="list-style-type: none"> Can create and order sounds in relation to a composition starting point and uses simple textures. Where appropriate can notate their composition using a graphic score or using letters to describe the pitch. <ul style="list-style-type: none"> Can define musical keywords. Can correctly identify instruments by ear. Demonstrate basic understanding of staff notation with limited application to their performance and composition work. 	<ul style="list-style-type: none"> A limited performance, which has inaccuracies occurring throughout. Little or no communication with the other performers. Can create and choose sounds in relation to a composition starting point. <ul style="list-style-type: none"> Can name musical keywords.