

Music assessment criteria, KS3/4

	Listening and appraising (40% at GCSE)	Performing (30% at GCSE)	Composing (30% at GCSE)	Indicative terminology/content in addition to previous grade
	Skills: analysing and evaluating music using musical terminology	Skills: Performing/realising with technical control and appropriate interpretation/musicality	Skills: Creating and developing musical ideas coherently	
9+	<p>Can independently:</p> <ul style="list-style-type: none"> Identify (aurally and visually), and explain with authority and entirely accurate application of musical terminology, elements of familiar and unfamiliar works from multiple genres.. ..using terminology appropriate to the genre.. ..using a high degree of contextual knowledge to place the work accurately in time and place, attributing it to a likely composer 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform music equivalent to G5 level or above.. ..making no significant errors in pitch/rhythm Perform with expression, using appropriate stylistic conventions Show full commitment, conviction and confidence in performance Adapt instinctively, in multiple ways, to others in an ensemble context Show clear awareness of balance through application of sound musical judgment 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and produce detailed and highly accurately notated musical ideas according to the conventions of the style.. ..showing creative and imaginative use of musical devices and conventions across multiple genres Write idiomatically for the forces involved 	Keys up to 5 sharps/flats, modulation: enharmonic equivalents Fugal texture Highly accurate aural perception in pitch and rhythm
9	<ul style="list-style-type: none"> Identify aurally, with a high level of accuracy, individual instruments and specific techniques employed by them within a larger ensemble, and the type of ensemble involved Offer a valid opinion on a piece of music, with mature insight and justified musical reasoning 			
9-				
8+	<p>Can independently:</p> <ul style="list-style-type: none"> Identify (aurally or visually, or in combination), and explain with accuracy, clarity, organisation and mostly accurate application of musical terminology, elements of familiar and unfamiliar works from multiple genres.. ..using terminology appropriate to the genre ..using a good degree of contextual knowledge to place the work accurately in time and place, attributing it to a likely composer 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform music equivalent to G5 level.. ..making only occasional slips not detracting from the performance overall Perform with expression, using appropriate stylistic conventions Show full commitment, conviction and confidence in performance Adapt instinctively to others in an ensemble context Show clear awareness of balance, using musical judgment 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and produce highly accurately notated musical ideas according to the conventions of the style.. ..showing creative use of musical devices and conventions across multiple genres Write idiomatically for the majority of the forces involved 	Compound metre, cross-rhythm, polyrhythm, Keys up to 4 sharps/flats, Contrapuntal textures Individual instruments and associated techniques (<i>arco/pizz.</i> , <i>con/senza sord.</i> , tremolo, etc.) Very accurate aural perception in pitch and rhythm
8	<ul style="list-style-type: none"> Identify aurally, with a usually high level of accuracy, individual instruments and specific techniques employed by them within a larger ensemble, and the type of ensemble involved Offer a valid opinion on a piece of music, with mature insight and justified musical reasoning 			
8-				
7+	<p>Can independently:</p> <ul style="list-style-type: none"> Identify (aurally or visually, or in combination), and explain with accuracy, clarity, organisation and mostly accurate application of musical terminology, elements of familiar works from multiple genres.. ..using terminology largely appropriate to the work ..using contextual knowledge to place the work accurately in genre, attributing it to a possible composer 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform music equivalent to G4 level or above.. ..making only occasional slips not detracting from the performance overall Perform with commitment and conviction, demonstrating full musical involvement Show mature understanding of style and period.. ..using wholly appropriate tempi, expressive and stylistic features Adapt to others in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and produce mostly highly accurately notated musical ideas according to the conventions of the style.. ..showing awareness and thorough understanding of musical devices and conventions across several genres Write idiomatically for some of the forces involved 	Keys up to 3 sharps/flats, interrupted cadence, modulation: dominant/subdominant in major or minor key Heterophonic texture Sonata <i>sfz/sfp, accented</i> Largely accurate aural perception in pitch and rhythm
7	<ul style="list-style-type: none"> Identify aurally, with a usually high level of accuracy, individual instruments playing within a larger ensemble, and the type of ensemble involved Offer a valid opinion on a piece of music, with insight and justified musical reasoning 			
7-				
6+	<p>Can independently:</p> <ul style="list-style-type: none"> Identify (aurally or visually, or in combination), and explain with mostly accurate application of musical terminology, elements of familiar works from multiple genres.. ..using terminology largely appropriate to the work ..using contextual knowledge to place the work in a likely genre 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform music equivalent to G3 level or above.. ..making only occasional slips not detracting from the performance overall Perform with commitment and conviction, demonstrating full musical involvement Show clear understanding of style and period.. ..using mostly appropriate tempi, expressive and stylistic features Perform and maintain a part of high complexity in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and produce mostly accurately notated musical ideas according to the conventions of the style.. ..showing some awareness and understanding of musical devices and conventions across at least two different genres Write sympathetically for all of the forces involved 	Hemiola, syncopation Chromatic Modality, keys up to 2 sharps/flats, plagal cadence, cycle of fifths Modulation: dominant/subdominant Sonata form, Rondo, Binary, Ternary, Theme & variations, Verse/chorus <i>cresc./dim., tenuto</i> Generally accurate aural perception in pitch and rhythm
6	<ul style="list-style-type: none"> Identify aurally, with a usually good level of accuracy, individual instruments playing within a larger ensemble Offer an opinion on a piece of music, with insight and musical reasoning 			
6-				
5+	Can independently:	Can independently:	Can independently:	Augmentation, diminution

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5 5-	<ul style="list-style-type: none"> Identify (aurally or visually, or in combination), and explain with musical terminology, elements of familiar works from several genres.. ..using terminology appropriate to the work ..using contextual knowledge to place the work in a likely genre, given a choice Identify aurally, with a usually good level of accuracy, individual instruments playing within a larger ensemble, given a choice Offer an opinion on a piece of music, with insight and reasoning 	<ul style="list-style-type: none"> Perform music equivalent to G2 level or above.. ..making only occasional slips not detracting from the performance overall Perform with commitment and conviction, demonstrating full musical involvement Show understanding of style and period.. ..using generally appropriate tempi, expressive and stylistic features Perform and, largely, maintain a part of high complexity in an ensemble context 	<ul style="list-style-type: none"> Compose and produce largely accurately notated musical ideas.. ..showing some awareness of musical devices and conventions of at least one genre Write sympathetically for the majority of the forces involved 	<p>Inversion, diatonic Atonality, keys up to 1 sharp/flat, cadences (perfect, imperfect), pedal point Modulation: dominant, relative major/minor Sonata form, Theme & variations <i>mp/mf, staccato, legato</i> Partly accurate aural perception in pitch and rhythm</p>
4+ 4 4-	<p>Can independently:</p> <ul style="list-style-type: none"> Identify (aurally or visually, or in combination), elements of familiar works from specific genres.. ..using terminology appropriate to the work ..using contextual knowledge to place the work in a likely genre, given a choice Identify aurally, with a usually good level of accuracy, individual instruments playing within a larger ensemble, given a choice Offer an opinion on a piece of music, with some insight and reasoning 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform music equivalent to G1 level or above.. ..making only occasional slips not detracting from the performance overall Perform with commitment and conviction, demonstrating full musical involvement Show understanding of style and period.. ..using generally appropriate tempi, expressive and stylistic features Perform and, largely, maintain a part of moderate complexity in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and produce partly accurately notated musical ideas.. ..showing some awareness of musical devices and conventions Write sympathetically for some of the forces involved 	<p>Polyphony Keys with no key signature Ternary <i>pp/ff</i> Partly accurate aural perception in pitch and/or rhythm</p>
3+ 3 3-	<ul style="list-style-type: none"> Identify (aurally or visually, or in combination), elements of familiar works from a specific genre.. ..using musical terminology ..using contextual knowledge to account for some musical features Identify aurally, with a usually good level of accuracy, individual families of instruments playing within a larger ensemble, given a choice Offer an opinion on a piece of music, with some reasoning 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform music equivalent to G1/2 level or above.. ..making only occasional slips not detracting from the performance overall Perform with commitment and conviction Show understanding of style and period.. ..using generally appropriate tempi, expressive and stylistic features Perform and, overall, maintain a part of moderate complexity in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and produce accurately notated musical ideas in outline.. ..showing some awareness of musical devices and conventions Produce playable material for the majority of the forces involved 	<p>Modulation Homophonic textures Binary <i>p/f</i> Partly accurate aural perception in relative pitch and/or rhythm</p>
2+ 2 2-	<ul style="list-style-type: none"> Identify (aurally or visually, or in combination), elements of a familiar work ..using some musical terminology ..using contextual knowledge to account for basic musical features Identify aurally, with some accuracy, individual families of instruments playing within a larger ensemble, given a choice Offer an opinion on a piece of music, with basic reasoning 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform simple material from score or memory ..making occasional slips not detracting from the performance overall Perform with commitment and conviction ..using generally appropriate tempi Perform and, overall, maintain a part in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and document musical ideas.. ..showing some awareness of musical devices and conventions Produce playable material for some of the forces involved 	<p>Duple/triple metre, triplets Unison Rondo Timbre Partly accurate aural perception in relative pitch or rhythm</p>
1+ 1 1-	<ul style="list-style-type: none"> Describe elements of a familiar work ..using basic musical terminology, given a choice ..using contextual knowledge to account for basic musical features Identify aurally, individual families of instruments playing, given a choice Offer an opinion on a piece of music 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform basic rhythmical and melodic patterns from memory or using note names ..with some errors Perform and, in part, maintain a part in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and document musical ideas in outline.. Produce simple, yet playable material for some of the forces involved 	<p>Dotted rhythms, swing Major, minor Monophonic, call & response textures Verse/chorus Identification of relative pitches and outline rhythms, given a choice</p>
WT1	<ul style="list-style-type: none"> Describe aspects of a familiar work ..using contextual knowledge to account for basic musical features Identify aurally, individual instruments playing, given a choice Offer an opinion on a piece of music 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform short musical patterns from memory or using note names ..with some errors Perform and, in part, maintain a simple, independent part in an ensemble context 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose and repeat brief musical patterns 	<p>Ostinato Tempo Identification of relative pitches or outline rhythms, given a choice</p>
WT2	<ul style="list-style-type: none"> Recall factual information regarding a familiar work ..using recall of contextual knowledge to account for basic musical features Identify aurally, individual instruments playing, given a choice Offer an opinion on a piece of music 	<p>Can independently:</p> <ul style="list-style-type: none"> Perform rudimentary rhythmical or melodic patterns from memory or using note names ..with some errors Perform and, in part, maintain a supported part in ensemble 	<p>Can independently:</p> <ul style="list-style-type: none"> Compose brief musical patterns based upon stimulus material 	<p>Loud and quiet Fast or slow High or low</p>