



KS3 Assessment Criteria: Music

	Developing: GCSE grades 3 and below	Secure: GCSE grades 4-5	Mastered: GCSE grades 6,7,8,9
Year 7	<p>AO1: Performance</p> <p>Rhythm: Students will recognise and perform semibreves, minims and crotchets.</p> <p>Pitch: Students will name and perform notes from C-G on the treble clef. Students will be able to identify sharp and flat signs</p> <p>Fluency: Students will perform at a slow tempo</p> <p>Co-ordination: Students will be able to perform single-fingered chords of the 12 bar blues Students will be able to play melody and chords using single-fingered chords. Students will be able to perform in ensemble, slowly with some fluency.</p> <p>AO2: Composition Rhythm and Pitch Students will create melodic ideas using a limited range (C-G). Students will create rhythmic ideas using similar rhythmic values. (simple rhythms) Students will know the pentatonic scale and use a limited range.</p> <p>Harmony Students will be able to add chords to a melody (I, IV and V)</p> <p>Structure Students will be able to compose within a ternary structure.</p> <p>AO3: Appraising Students will be able to name instruments. Students will be able to identify strengths and weaknesses.</p>	<p>AO1: Performance</p> <p>Rhythm: Students will recognise and perform accurately semibreves, minims, crotchets and quavers.</p> <p>Pitch: Students will name and perform accurately notes from C-C on the treble clef. Students will be able to identify and perform sharp and flat notes</p> <p>Fluency: Students will perform fluently at a moderate tempo using a good keyboard technique.</p> <p>Co-ordination: Students will be able to perform three-fingered chords of the 12 bar blues. Students will be able to play melody and chords using three-fingered chords with some fluency. Students will be able to perform in ensemble at a steady tempo with fluency.</p> <p>AO2: Composition Rhythm and Pitch Students will create melodic ideas using a good range (C-C) Students will create and notate rhythmic ideas using a variety of rhythmic values. (simple, swung and triplets) Students will know the pentatonic scale and use all notes from this scale.</p> <p>Harmony Students will be able to add chords which harmonise to a melody (I, IV and V)</p> <p>Structure Students will be able to compose within a ternary structure with clear contrasts between section A and B.</p> <p>AO3: Appraising Students will be able to identify strengths, weaknesses and next steps using musical terminology. Students will be able to name instruments, stating how they make their sound.</p>	<p>AO1: Performance</p> <p>Rhythm: Students will recognise and perform accurately semibreves, minims, crotchets, quavers and dotted rhythms (swing rhythms)</p> <p>Pitch: Students will name and perform accurately notes C-G1 on the treble clef. Students will be able to identify and perform accurately sharp and flat notes.</p> <p>Fluency: Students will perform accurately and fluently at a moderate to fast tempo using a good keyboard technique.</p> <p>Co-ordination: Students will be able to perform three-fingered chords with swing rhythm of the 12 bar blues. Students will be able to play melody and three-fingered chords with fluency. Students will be able to perform in ensemble with fluency and assurance, to a quick tempo.</p> <p>AO2: Composition Rhythm and Pitch Students will create and notate melodic ideas with a larger range (C-G1) Students will create and notate rhythmic ideas using a variety of rhythmic values (simple, swung, triplets and syncopated) Students will know the pentatonic scale and use a large range (into other octaves).</p> <p>Harmony Students will be able to harmonise a melody using I, IV and V and extended chords.</p> <p>Structure Students will be able to compose within a rondo structure, with clear contrasts in episodes.</p> <p>AO3: Appraising Students will be able to identify and explain strengths, weaknesses and next steps using musical terminology, stating how these have been achieved. Students will be able to name instruments and categorise them according to their sound.</p>



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Year 8	<p>AO1: Performance Rhythm: Students will perform simple rhythms (Semibreves, minims, crotchets and quavers) accurately. Pitch: Student will perform using the pentatonic scale. Fluency and style: Students will perform at a steady tempo.</p> <p>AO2: Composition Rhythm Students will compose using simple rhythms. Students will add rhythmic detail to lyrics using a limited range. Melodic Development Students will develop ideas using repetition. Structure Students will compose in a ternary structure Harmony Students will compose harmonic ideas (ostinato)</p> <p>AO3: Appraising Music Students will be able to identify musical aspects.</p>	<p>AO1: Performance Rhythm: Students will perform simple and swing rhythms accurately Pitch: Students will perform using the pentatonic scale at the correct pitch. Fluency and Style: Students will perform at a moderate tempo showing articulation.</p> <p>AO2: Composition Rhythm Students will compose using swing rhythms. Students will add a variety of rhythmic details to lyrics, using a good range. Melodic Development Students will develop ideas using repetition and sequence. Structure Students will compose using head and improvisations. Harmony Students will compose harmonic ideas (ostinato and pedal)</p> <p>AO3: Appraising Music Students will be able to identify musical aspects using musical terminology.</p>	<p>AO1: Performance Rhythm: Students will perform swing and syncopated rhythms accurately. Pitch: Students will perform using the pentatonic scale at the correct pitch Fluency and Style: Students will perform at a moderate/quick tempo showing articulation and phrasing.</p> <p>AO2: Composition Rhythm Students will compose using swing rhythms and syncopation. Students will add rhythmic detail successfully to lyrics, using a good range and periodic phrasing. Melodic Development Students will develop ideas using repetition, sequence and inversion. Structure Students will compose head and contrasting improvisations. Harmony Students will compose harmonic ideas (chords, drone and ostinato)</p> <p>AO3: Appraising Music Students will be able to identify musical aspects using musical terminology, justifying their decisions.</p>
Year 9	<p>AO1: Performance</p> <p>Rhythm/timing Students will perform melody or bass line Students will be able to perform simple rhythms to a steady pulse Pitch: Students will name and perform notes from mid C-G on the bass clef. Fluency: Students will perform at a slow tempo Co-ordination: Students will be able to perform a simple rhythm as part of a polyrhythm (Cuban Son) Students will be able to perform comping/montuno using simple rhythms.</p> <p>AO2: Composition</p>	<p>AO1: Performance</p> <p>Rhythm/timing Students will perform melody or bass line accurately Students will be able to perform triplet rhythms against a steady pulse Pitch: Students will name and perform notes from C-C on the bass clef Fluency: Students will perform at a moderate tempo with fluency Co-ordination: Students will be able to perform a dotted rhythm as part of a polyrhythm (Cuban Son) Students will be able to perform montuno/comping using swing rhythms and some syncopation.</p> <p>AO2: Composition Melody</p>	<p>AO1: Performance</p> <p>Rhythm/timing Students will perform melody and bass line accurately. Students will be able to perform off-beat rhythms (grace notes) against a moderate/quick tempo. Pitch: Students will name and perform notes accurately from G-C on the bass clef Fluency: Students will perform at a moderate/quick tempo with accuracy and fluency. Co-ordination: Students will be able to perform a syncopated/triplet rhythm as part of a polyrhythm (Cuban Son) Students will perform comping/montuno using assured syncopation.</p>



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	<p>Melody Students will create melodic ideas using a limited range (C-G). Students will be able to add a melody above a bass line.</p> <p>Rhythm Students will create rhythmic ideas using simple rhythms.</p> <p>Texture Students will create monophonic/homophonic texture.</p> <p>Harmony Students will be able to add a melody above a bass line using discords and concords. Student will be able to add a pedal note to a melody.</p> <p>Structure Students will be able to compose within a ternary structure.</p> <p>AO3: Appraising Students will be able to identify strengths and weaknesses.</p>	<p>Students will create melodic ideas using a good range (C-C).</p> <p>Rhythm Students will create rhythmic ideas using simple and dotted rhythms.</p> <p>Texture Students will create homophonic texture which harmonises.</p> <p>Harmony Students will be able to add a melody above a bass line with rhythmic character/phrasing with harmony in 3rds with discords resolving onto concords. Students will be able to add chords which harmonise to a melody and an ostinato.</p> <p>Structure Students will be able to compose within a rondo structure</p> <p>AO3: Appraising Students will be able to identify musical aspects using musical terminology and explain these (and how they have been achieved) - SWaNS</p>	<p>AO2: Composition</p> <p>Melody Students will create melodic ideas using an extended range (over an octave).</p> <p>Rhythm Students will create rhythmic ideas using simple, dotted and syncopated rhythms.</p> <p>Texture Students will create homophonic and polyphonic textures which harmonise.</p> <p>Harmony Students will be able to add a melody above a bass line resolving dissonances with good rhythmic character and clear phrasing. Students will be able to add harmony above a melody in 3rds and 6ths. Students will be able to add chords which harmonise with a variety of harmonic rhythm, and an ostinato/pedal.</p> <p>Structure Students will be able to compose a through-composed structure.</p> <p>AO3: Appraising Students will be able to identify musical aspects using musical terminology and explain these (and how they have been achieved), giving clear examples and comparing/contrasting to other concepts and/or performances/compositions SWaNS</p>
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