

	Developing:	Secure:	IV
	GCSE grades 3 and below	GCSE grades 4-5	GCSE 🖁
Year 7	AO1: Performance	AO1: Performance	AO1: Performance
	<ul> <li>Rhythm:</li> <li>Students will recognise and perform semibreves, minims and crotchets.</li> <li>Pitch:</li> <li>Students will name and perform notes from C-G on the treble clef.</li> <li>Students will be able to identify sharp and flat signs</li> <li>Fluency:</li> <li>Students will perform at a slow tempo</li> <li>Co-ordination:</li> <li>Students will be able to perform single-fingered chords of the 12 bar blues</li> <li>Students will be able to play melody and chords using single-fingered chords.</li> <li>Students will be able to perform in ensemble, slowly with some fluency.</li> </ul>	<ul> <li>Rhythm:</li> <li>Students will recognise and perform accurately semibreves, minims, crotchets and quavers.</li> <li>Pitch:</li> <li>Students will name and perform accurately notes from C-C on the treble clef.</li> <li>Students will be able to identify and perform sharp and flat notes</li> <li>Fluency:</li> <li>Students will perform fluently at a moderate tempo using a good keyboard technique.</li> <li>Co-ordination:</li> <li>Students will be able to perform three-fingered chords of the 12 bar blues.</li> <li>Students will be able to play melody and chords using three-fingered chords with some fluency.</li> <li>Students will be able to perform in ensemble at a steady tempo with fluency.</li> </ul>	Rhythm: Students will recognise and minims, crotchets, quavers Pitch: Students will name and per treble clef. Students will be able to ide and flat notes. Fluency: Students will perform accu fast tempo using a good ke Co-ordination: Students will be able to per swing rhythm of the 12 bar Students will be able to per swing rhythm of the 12 bar Students will be able to per awith fluency. Students will be able to per assurance, to a quick temp
	<ul> <li>AO2: Composition Rhythm and Pitch</li> <li>Students will create melodic ideas using a limited range (C-G).</li> <li>Students will create rhythmic ideas using similar rhythmic values. (simple rhythms)</li> <li>Students will know the pentatonic scale and use a limited range.</li> <li>Harmony</li> <li>Students will be able to add chords to a melody (I, IV and V)</li> <li>Structure</li> <li>Students will be able to compose within a ternary structure.</li> <li>AO3: Appraising</li> <li>Students will be able to identify strengths and weaknesses.</li> </ul>	<ul> <li>AO2: Composition Rhythm and Pitch</li> <li>Students will create melodic ideas using a good range (C-C)</li> <li>Students will create and notate rhythmic ideas using a variety of rhythmic values. (simple, swung and triplets)</li> <li>Students will know the pentatonic scale and use all notes from this scale.</li> <li>Harmony</li> <li>Students will be able to add chords which harmonise to a melody (I, IV and V)</li> <li>Structure</li> <li>Students will be able to compose within a ternary structure with clear contrasts between section A and B.</li> <li>AO3: Appraising</li> <li>Students will be able to identify strengths, weaknesses and next</li> </ul>	AO2: Composition Rhythm and Pitch Students will create and no range (C-G1) Students will create and no rhythmic values (simple, sw Students will know the pen (into other octaves). Harmony Students will be able to har and extended chords. Structure Students will be able to cor clear contrasts in episodes. AO3: Appraising Students will be able to ide
		steps using musical terminology. Students will be able to name instruments, stating how they make their sound.	weaknesses and next steps how these have been achie Students will be able to na according to their sound.

### Mastered: CSE grades 6,7,8,9

ise and perform accurately semibreves, uavers and dotted rhythms (swing rhythms)

nd perform accurately notes C-G1 on the

to identify and perform accurately sharp

n accurately and fluently at a moderate to bood keyboard technique.

to perform three-fingered chords with 12 bar blues.

to play melody and three-fingered chords

to perform in ensemble with fluency and tempo.

and notate melodic ideas with a larger

and notate rhythmic ideas using a variety of ple, swung, triplets and syncopated) ne pentatonic scale and use a large range

to harmonise a melody using I, IV and V

to compose within a rondo structure, with sodes.

to identify and explain strengths, steps using musical terminology, stating achieved. to name instruments and categorise them

# KS3 Assessment Criteria: Music



Year 8	AO1: Performance	AO1: Performance	AO1: Performance
Teal o	Rhythm:	Rhythm:	Rhythm:
	Students will perform simple rhythms (Semibreves, minims,	Students will perform simple and swing rhythms accurately	Students will perforn
	crotchets and quavers) accurately.	Pitch:	accurately.
	Pitch:	Students will perform using the pentatonic scale at the correct	Pitch:
	Student will perform using the pentatonic scale.	pitch.	Students will perforn
	Fluency and style:	Fluency and Style:	pitch
	Students will perform at a steady tempo.	Students will perform at a moderate tempo showing	Fluency and Style:
	·····	articulation.	
	AO2: Composition		Students will perforn articulation and phra
	Rhythm	AO2: Composition	
	Students will compose using simple rhythms.	Rhythm	AO2: Composition
	Students will add rhythmic detail to lyrics using a limited range.	Students will compose using swing rhythms.	Rhythm
	Melodic Development	Students will add a variety of rhythmic details to lyrics, using a	Students will compos
	Students will develop ideas using repetition.	good range.	Students will add rhy
	Structure	Melodic Development	good range and peric
	Students will compose in a ternary structure	Students will develop ideas using repetition and sequence.	Melodic Developme
	Harmony	Structure	Students will develop
	Students will compose harmonic ideas (ostinato)	Students will compose using head and improvisations.	inversion.
	Students will compose narmonic lacas (ostinato)	Harmony	Structure
	AO3: Appraising Music	Students will compose harmonic ideas (ostinato and pedal)	Students will compos
	Students will be able to identify musical aspects.	Students will compose narmonic ideas (Ostinato and pedal)	Harmony
	Students will be able to identify musical aspects.	AO3: Appraising Music	Students will compos
		Students will be able to identify musical aspects using musical	ostinato)
		terminology.	
			AO3: Appraising Mu Students will be able
			terminology, justifyir
Year 9	AO1: Performance	AO1: Performance	AO1: Performance
	Rhythm/timing	Rhythm/timing	Rhythm/timing
	Students will perform melody or bass line	Students will perform melody or bass line accurately	Students will perforn
	Students will be able to perform simple rhythms to a steady	Students will be able to perform triplet rhythms against a steady	Students will be able
	pulse	pulse	against a moderate/o
	Pitch:	Pitch:	Pitch:
	Students will name and perform notes from mid C-G on the bass	Students will name and perform notes from C-C on the bass clef	Students will name a
	clef.	Fluency:	the bass clef
	Fluency:	Students will perform at a moderate tempo with fluency	Fluency:
	Students will perform at a slow tempo	Co-ordination:	Students will perform
	Co-ordination:	Students will be able to perform a dotted rhythm as part of a	and fluency.
	Students will be able to perform a simple rhythm as part of a	polyrhythm (Cuban Son)	Co-ordination:
	polyrhythm (Cuban Son)	Students will be able to perform montuno/comping using swing	Students will be able
	Students will be able to perform comping/montuno using	rhythms and some syncopation.	part of a polyrhythm
	simple rhythms.	AO2: Composition	Students will perforn
	AO2. Composition	AO2: Composition	syncopation.
	AO2: Composition	Melody	

n swing and syncopated rhythms n using the pentatonic scale at the correct n at a moderate/quick tempo showing asing. se using swing rhythms and syncopation. thmic detail successfully to lyrics, using a odic phrasing. nt p ideas using repetition, sequence and se head and contrasting improvisations. se harmonic ideas (chords, drone and sic to identify musical aspects using musical ng their decisions. n melody and bass line accurately. to perform off-beat rhythms (grace notes) quick tempo. and perform notes accurately from G-C on n at a moderate/quick tempo with accuracy

to perform a syncopated/triplet rhythm as (Cuban Son)

n compong/montuno using assured



# KS3 Assessment Criteria: Music

Melody	
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Students will create melodic ideas using a limited range (C-G). Students will be able to add a melody above a bass line. **Rhythm** Students will create rhythmic ideas using simple rhythms. **Texture** 

Students will create monophonic/homophonic texture. **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. **Structure** 

Students will be able to compose within a ternary structure.

#### AO3: Appraising

Students will be able to identify strengths and weaknesses.

Students will create melodic ideas using a good range (C-C).	AO2: Composition
Rhythm	Melody
Students will create rhythmic ideas using simple and dotted	Students will create m
rhythms.	(over an octave).
Texture	Rhythm
Students will create homophonic texture which harmonises.	Students will create rh
Harmony	syncopated rhythms.
Students will be able to add a melody above a bass line with	Texture
rhythmic character/phrasing with harmony in 3rds with discords	Students will create ho
resolving onto concords.	harmonise.
Students will be able to add chords which harmonise to a	Harmony
melody and an ostinato.	Students will be able to
Structure	resolving dissonances
Students will be able to compose within a rondo structure	phrasing.
	Students will be able to
	and 6ths.
AO3: Appraising	Students will be able to
Students will be able to identify musical aspects using musical	variety of harmonic rh
terminology and explain these (and how they have been	Structure
achieved) - SWaNS	Students will be able to
	structure.

#### 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



e melodic ideas using an extended range

e rhythmic ideas using simple, dotted and

e homophonic and polyphonic textures which

ble to add a melody above a bass line ces with good rhythmic character and clear

ble to add harmony above a melody in 3rds

ble to add chords which harmonise with a c rhythm, and an ostinato/pedal.

ble to compose a through-composed