

MUSIC – KEY STAGE 3 ASSESSMENT FRAMEWORK

LEARNING AIM	GCSE GRADE 1			GCSE GRADE 2			GCSE GRADE 3			GCSE GRADE 4			GCSE GRADE 5		
	Emerging			Developing			Mastering			Extending			Beyond		
	1C – Some	1B – Most	1A -All	2C – Some	2B – Most	2A - All	3C – Some	3B – Most	3A - All	4C – Some	4B – Most	4A - All	5C – Some	5B – Most	5A - All
Listening and Analysis	I can define the key words Dynamics, Tempo and Instrumentation. I can define key features of a given genre of music.			I can explain how Dynamics, Tempo and Instrumentation are used in given pieces of music. I can explain key features of a given genre.			I can justify reasons behind choices made by composers in relation to Dynamics, Tempo and Instrumentation. I can explain the context in which a piece of music or genre of music is created.			I can evaluate the success of a composer's work in putting across its' intended theme. I can compare the similarities and differences of pieces of music, and how this relates to the context of their composition. I can define the key words Structure, Texture and Tonality, and explain how they are used in given pieces of music.			I can suggest and justify improvements to pieces of music. I can summarise key features of a genre of music using examples. This includes influences <u>on</u> the genre, and influences <u>of</u> the genre.		
Composition	I can compose short (1-8 bars) pieces of music. I can use given scales and rhythms.			I can compose longer (9-16 bars) pieces of music with clearly defined sections. I can use given chord patterns. I can use repetition and sequences in my composition.			I can use Dynamics, Tempo and Instrumentation in my compositions. I can use decoration and variation in my composition. I can explain my choices for Dynamics, Tempo and Instrumentation.			I can compose longer pieces of music (17 bars and more). I can change tonality and texture in my composition. I can compose music using key features of a given genre. I can explain how my composition would fit into a given genre.			I can use different chord voicings. I can analyse and evaluate my own work, and use this reflection to further improve my composition.		
Performance	I can perform pieces of music that use a limited (5 and under) number of different notes. I can perform with accuracy.			I can perform in time with another part (solo, teacher or pupil). I can perform with strong rhythm and timing.			I can perform pieces of music that use more than 5 different notes. I can improvise using given keys. I can perform with an awareness of balance with another part (solo, teacher or pupil).			I can perform using Dynamics and Tempo to give expression to the piece of music. I can react to changes in balance and timing with another part (solo, teacher or pupil). I can perform with confidence and musical phrasing.			I can take leadership roles within rehearsal and performance. I can use performance techniques from different genres. I can determine and develop exercises to help with key instrumental skills.		
Reading Music	I can read and write notes within the treble clef (E-F) I can identify crotchets, quavers, minims and semibreves.			I can explain ledger lines. I can explain accidentals. I can identify instrument, expression, tempo and dynamic markings.			I can read and write notes on the bass clef. I can read instrument-specific notation (guitar tab, drum charts, etc.) I can create and interpret graphic scores.			I can identify where key features of a genre are used in the score of a given piece of music.			I can sight-read a given melodic line. I can determine chords and tonality through notation.		

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