

Music

| Assessment Grades | | | Aspects of Achievement in Music | | |
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| New GCSE Grade | Current GCSE Grade | 'Old' KS3 Level | Performance | Composition | Listening and Appraising |
| 9 | A* | Exceptional | Express your own ideas and feelings in a developing personal style using instruments and/or voices. Give convincing performances and show oneness with other performers. | Produce compositions that show development of musical ideas, style and a personal 'voice'. | Discriminate and develop different interpretations of the same music. Comment on how and why changes occur in musical traditions, showing an awareness of the contribution of particular composers and performers. |
| 8 | A* | 8a | Discriminate and use the expressive possibilities of chosen musical resources. | Discriminate between musical styles, genres and traditions and the relationship between music and its cultural context, making and justifying your own judgements. | Explore different styles by ear and notation, both following and stretching the rules! |
| 7 | A | 8b | Perform and improvise with a sense of direction and shape, both in melodic and rhythmic phrases and overall form. | Discriminate between musical styles, genres and traditions and the relationship between music and its cultural context, making and justifying your own judgements. | Explore different styles by ear and notation, following the basic rules for each genre. |
| 6 | B | 8c | Discriminate and explore how music works in different styles and traditions. | Adapt, improvise, develop, extend and discard musical ideas in different styles and traditions. | Evaluate and make critical judgements about the use of musical conventions and other features of music, and how different context can be heard in your own and others' music. |
| 5 | B/C | 8/7 | Perform in different styles, making important contributions to group work and using relevant notations. | Adapt, improvise, develop, extend and discard musical ideas in different styles and traditions. | Evaluate and make critical judgements about features of music, and how different context |

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| | | | | | can be heard in your own music. |
| 4 | C | 7 | <p><i>Make expressive use of tempo, dynamics, phrasing and timbre; make subtle adjustments to fit your own part within a group performance.</i></p> <p><i>Improve your own and others' work.</i></p> | <p>Improvise and compose in different styles, sustain and develop musical ideas, achieving the effects you want.</p> <p>Use notations to plan, revise and refine.</p> | <p>Recognise and explore different musical styles.</p> <p>Evaluate how music reflects the time and place in which it is created, performed and heard.</p> |
| 3 | D/E | 6/5 | <p><i>Perform substantial parts from memory and from notations, knowing how your contribution matters.</i></p> <p><i>Improvise melodies and rhythms well.</i></p> | <p>Use different notations and compose music for different occasions, using melody, rhythms, chords and structures.</p> | <p>Recognise and explore ways that music is made up, including how music reflects different times and places.</p> <p>Refine and improve your work, analysing musical features, commenting on how place, occasion and purpose affects the way music is created, performed and heard.</p> |
| 2 | E/F | 5/4 | <p><i>Hold your own part in performance, knowing how the different parts fit together.</i></p> <p><i>Improvise melodies and rhythms as part of a group performance.</i></p> <p><i>Suggest improvements to your own and others' work, being able to say how the effect has been achieved.</i></p> | <p>Compose by developing ideas within musical structures.</p> | <p>Explore how sounds work together.</p> <p>Describe, compare and evaluate different kinds of music using musical vocabulary.</p> |
| 1 | F/G | 4/3 | <p><i>Sing in tune with expression and perform simple parts using a small range of notes.</i></p> <p><i>Improvise repeated patterns.</i></p> <p><i>Make improvements to your own work, being able to say how the effect has been achieved.</i></p> | <p>Combine several layers of sound</p> | <p>Explore how sounds can be combined and used expressively.</p> <p>Recognise how different musical elements are combined.</p> |
| ? | U | 3/2! | <p><i>Singing is 'flawed' with intonation</i></p> | <p>Create single layers of sound with a</p> | <p>Understand and perform the basic 8</p> |

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| | | | <i>issues. Perform simple parts which are occasionally performed inaccurate. Improvements to own work suggested by the teacher.</i> | good degree of accuracy (Monophonic Texture) | Elements of Music with some knowledge of how effects are created. |
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'New' Assessment System applied to Music