


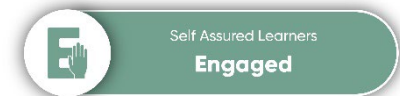





KS3 MUSIC ASSESSMENT STATEMENTS – YEAR 7

Developing		Secure		Expert	
Refer to a few musical elements without detail	<input type="checkbox"/>	Refer to a range of musical elements and may refer to how they change	<input type="checkbox"/>	Refer to a range of musical elements and the effect they create in increasing detail	<input type="checkbox"/>
Perform simple music with limited accuracy and fluency	<input type="checkbox"/>	Perform more complex music with more accuracy and fluency	<input type="checkbox"/>	Perform more complex music with a good level of accuracy and fluency	<input type="checkbox"/>
Demonstrate a limited sense of timing and awareness of others	<input type="checkbox"/>	Demonstrate some sense of timing and awareness of others	<input type="checkbox"/>	Demonstrate a good sense of timing and awareness of others	<input type="checkbox"/>
Create simple musical ideas	<input type="checkbox"/>	Create simple musical ideas with a basic organisation and structure	<input type="checkbox"/>	Create more complex musical ideas with a clear organisation and structure	<input type="checkbox"/>
Demonstrate a limited understanding of music notation	<input type="checkbox"/>	Demonstrate a basic understanding of music notation	<input type="checkbox"/>	Demonstrate a basic understanding of music notation	<input type="checkbox"/>

CURRICULUM INTENT:






KS3 MUSIC ASSESSMENT STATEMENTS – YEAR 8

Developing		Secure		Expert	
Refer to one or more musical elements in increasing detail	<input type="checkbox"/>	Refer to a range of musical elements and how they change in increasing detail	<input type="checkbox"/>	Analyse the full range of musical elements in detail using correct musical vocabulary	<input type="checkbox"/>
Perform simple music with increasing accuracy and fluency	<input type="checkbox"/>	Perform more complex music with increasing accuracy and fluency	<input type="checkbox"/>	Perform complex music with a high level of accuracy and fluency	<input type="checkbox"/>
Demonstrate a generally good sense of timing and awareness of others	<input type="checkbox"/>	Demonstrate a secure sense of timing and awareness of others	<input type="checkbox"/>	Demonstrate a secure sense of timing and the ability to adjust to others in performance	<input type="checkbox"/>
Create simple musical ideas	<input type="checkbox"/>	Create more complex musical ideas with a basic organisation and structure	<input type="checkbox"/>	Create more complex and imaginative musical ideas with a clear organisation and structure	<input type="checkbox"/>
Demonstrate a limited understanding of music notation	<input type="checkbox"/>	Demonstrate a basic understanding of music notation	<input type="checkbox"/>	Demonstrate a secure understanding of music notation	<input type="checkbox"/>

CURRICULUM INTENT:



KS3 MUSIC ASSESSMENT STATEMENTS – YEAR 9

Developing		Secure		Expert	
Performances contain frequent inaccuracies and inconsistencies of tempo with limited response to performance directions and little or no communication with the audience	<input type="checkbox"/>	Performances are generally accurate but there are occasional slips which affect fluency; most performance directions are followed to give a generally expressive performance which mostly sustains audience interest	<input type="checkbox"/>	Performances are accurate and fluent with an appropriate tempo and performance directions followed to give an expressive performance which sustains audience interest	<input type="checkbox"/>
Limited or inconsistent technical control	<input type="checkbox"/>	Generally reliable technical control	<input type="checkbox"/>	Reliable technical control throughout	<input type="checkbox"/>
Creates simple ideas offering limited opportunity for development	<input type="checkbox"/>	Creates simple ideas offering some potential for development	<input type="checkbox"/>	Creates highly effective ideas which are skilfully developed	<input type="checkbox"/>
Limited effectiveness in choice of elements and resources which may be used inconsistently	<input type="checkbox"/>	A variety of musical elements are used competently	<input type="checkbox"/>	Highly effective choice of elements and resources	<input type="checkbox"/>
Inconsistent or limited organisation and presentation of ideas	<input type="checkbox"/>	The outcome is generally effective and coherent	<input type="checkbox"/>	The outcome is very well organised, highly effective, musical and fully coherent	<input type="checkbox"/>
A limited understanding of various musical genres and their stylistic features	<input type="checkbox"/>	A generally good understanding of the characteristics of different musical genres	<input type="checkbox"/>	An accurate understanding of the stylistic features of different musical genres; can effectively identify features of different musical periods	<input type="checkbox"/>
Limited reference to musical elements when analysing a piece of musical work	<input type="checkbox"/>	Musical elements are used to analyse a piece of work with minor inaccuracies	<input type="checkbox"/>	Highly confident in using musical elements and correct musical vocabulary to analyse a piece of work in detail	<input type="checkbox"/>

CURRICULUM INTENT:

