

Key Stage 3

Subject Assessment Criteria: Music

Level	Assessment Descriptor		
	Composing	Performing	Appraising
9	Produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality.	Show exceptional performing skills in a range of ensembles and take a leading role. Exceptional use of articulation, dynamics and timbre resulting in a controlled fluent and highly expressive and stylistic performance	Evaluate with outstanding critical judgements about the use of musical conventions, devices and other characteristics which are reflected in own and others' work and how these occur in musical traditions.
8	Compose extended compositions with a sense of direction and shape. Exceptional ability to produce compositions with some development of ideas in a given structure.	Perform with a sense of direction and shape, with expression, dynamics, style and phrasing. Perform more complex instrumental parts within an ensemble with awareness of other performers.	Critically evaluate and make critical judgements about the use of musical conventions and other characteristics which are reflected in own and others' work.
7	Create coherent compositions Adapt develop, extend and discard musical ideas within given and chosen musical structures, genres, style and traditions. Excellent ability to produce compositions with some development of ideas.	Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. Perform confidently with dynamics and expression Perform different instrumental lines/parts within an ensemble Play using harmony on piano/guitar etc.	Evaluate and make critical judgements about the use of musical conventions and other characteristics which are reflected in own and others' work. Using subject vocabulary, make confident and consistent improvements to their own work and others in the light of a chosen style for authenticity.
6	Use harmonic and non-harmonic devices where relevant. Sustain and develop musical ideas. Good ability to produce compositions with some development of ideas.	Select and make expressive use of tempo, dynamics phrasing and timbre. Perform with confidence.	Make improvements to their own and others work in the light of a chosen style using keywords to describe the process.
5	Compose music using appropriate musical devices such as melody, rhythms, chords and structures. Satisfactory ability to produce compositions with some development of ideas.	Ability to maintain Independent parts from notation and/or memory and to recall phrases including singing or playing a solo part Perform using an extended range	Refine and improve their work Can evaluate own and others work independently using adequate subject specific vocabulary.
4	Improvise based on a simple ostinato. Compose by developing musical ideas within musical structures.	Perform maintaining own instrumental part. Beginning to show ability to listen to and recall phrases.	Suggest improvements to their own and others work, commenting on how intentions have been achieved.

	Limited ability to produce compositions with some development of ideas.		
3	Combine several layers of sound. Compose short melodies and rhythms within a group.	Perform rhythmically simple parts that use a limited range of notes.	Make improvements to their own work commenting on the intended effect. Able to describe the work of others using basic key words.
2	Choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points.	Perform simple patterns and accompaniments keeping to a steady pulse.	Able to identify improvements to their own work. With support, can state a strength and weakness in their own and others work.
1	Create and choose sounds in response to given starting points	Repeat short rhythmic and melodic patterns With support, perform steadily.	Can recognise how musical elements are used to create a mood and/or strength and weakness in their own work.