

PROGRESS IN MUSIC, YEARS 12-13

Grade	AO1: Interpret musical ideas through performing, with technical & expressive control and an understanding of style & context.	AO2: Create & develop musical ideas with technical & expressive control & coherence.	AO3: Demonstrate & apply musical knowledge.	AO4: Use analytical & appraising skills to make evaluative & critical judgements about music.
			Identifying features in scores & aural extracts. State, name, identify, pick, underline.	Describe and explain musical features demonstrating understanding of musical elements, contexts and language as well as analysing, comparing and evaluating music. Describe, explain, compare, complete (pitch or rhythm) evaluate, analyse.
	Performance: 35%	Composing: 25%	Listening & Appraising: 40%	
A*	A Grade 8 (ABRSM/Trinity) standard of performance. A performance that is highly accurate, secure in pitch or rhythm. The entire performance demonstrates highly sophisticated technique on the instrument of choice and intonation is totally secure. The performer demonstrates a very stylish & mature understanding of the period and style of their chosen piece and demonstrates this throughout the performance, constantly captivating their audience & holding their attention throughout.	A composition that includes sophisticated musical ideas throughout, including melodic devices, harmony, tonality, form and structure, sonority, texture, rhythm & metre, tempo and dynamics. These ideas are fully structured and provide a secure foundation for the piece. There is a mature response to the brief that has been set. There is sophistication in the way that the techniques have been used and the musical elements combined. A clear understanding of the musical elements and how they can be used within a composition is demonstrated.	A response that demonstrates an in depth knowledge and understanding of the key words associated to applying musical knowledge including analyse, compare, complete, contrast, describe, evaluate & explain. Having the ability to internalise music to evaluate it most effectively. Having excellent aural perception with the ability to identify even subtle differences within music, allowing for highly accurate analysis of a piece including set works and non prepared extracts.	Extremely perceptive responses are given which present insightful and highly convincing answers when comparing extracts of music. Material is structured clearly, thoughtfully & effectively within an answer. Perceptive and comprehensive contextual knowledge with detailed, accurate and relevant references are made to specific musical pieces within answers.
A	A Grade 7 or above (ABRSM/Trinity) standard of performance. A performance that is accurate with a very good sense of pitch or rhythm. Sophisticated technique is demonstrated on the instrument of choice with secure intonation. Performance directions are followed accurately, demonstrating a good understanding of the period and style of the piece.	A composition that includes very effective musical ideas throughout, including melodic devices, harmony, tonality, form and structure, sonority, texture, rhythm & metre, tempo and dynamics. These ideas are structured and provide a foundation for the piece. There is a well thought through response to the brief that has been set. The techniques have been used and the musical elements have been combined in a thoughtful way. A very good understanding of the musical elements and how they can be used within a composition is demonstrated.	A response that demonstrates a clear knowledge and understanding of the key words associated to applying musical knowledge. Having a good ability to internalise music to evaluate it and having very good aural perception with the ability to identify differences within music which allows for accurate analysis of a piece including set works and non prepared extracts.	Highly perceptive responses are given which present highly convincing answers when comparing extracts of music for example. Material is structured effectively within an answer and there is also accurate use of appropriate musical vocabulary. Highly perceptive and thorough discussions of pieces are given when required. Comprehensive contextual knowledge with detailed, and accurate references are made to specific musical pieces within answers.

B	<p>A Grade 6 or above (ABRSM/Trinity) standard of performance. A performance that is accurate with a good sense of pitch or rhythm for most of the performance. Effective technique is demonstrated on the instrument of choice and is sustained for most of the performance. Performance directions are followed accurately for most of the performance, demonstrating a competent understanding of the period and style of the piece.</p>	<p>A composition that includes musical ideas that are effective throughout, including melodic devices, harmony, tonality, form and structure, sonority, texture, rhythm & metre, tempo and dynamics. These ideas are structured and provide an appropriate foundation for the piece. Thematic ideas are developed and organised in the piece. The techniques have been used and the musical elements have been combined appropriately throughout the piece. There is a good knowledge of the musical elements and ideas are communicated with expressive control and musical understanding.</p>	<p>A response that shows a good knowledge and understanding of the key words associated to applying and demonstrating musical knowledge. Having the ability to internalise some of the musical key points to evaluate them. Showing good aural perception with the ability to identify some of the differences within music which allows for analysis of a piece including set works and non prepared extracts.</p>	<p>Convincing responses are given which presents a comparison of music works. Material is structured effectively and accurate use of appropriate musical vocabulary is included. Convincing discussions are also given and good contextual knowledge is demonstrated with accurate and relevant references made to specific musical pieces within answers.</p>
C	<p>A Grade 5 or above (ABRSM/Trinity) standard of performance. A performance that is accurate with a secure sense of pitch or rhythm for some of the performance. Instrumental/vocal technique is demonstrated and is sustained for some of the performance. Performance directions are followed for some of the performance, demonstrating a basic understanding of the period and style of the piece.</p>	<p>A composition that includes musical ideas that are mostly effective throughout, including melodic devices, harmony, tonality, form & structure, sonority, texture, rhythm & metre, tempo and dynamics. There is some structure to these ideas including some development and organisation within the piece. The techniques have been used and the musical elements have been combined appropriately in a majority of the piece. The piece demonstrates some knowledge of the musical elements showing some musical understanding within the piece.</p>	<p>A response that shows knowledge and understanding of some of the key words associated to applying and demonstrating musical knowledge. Having the ability to internalise some of the musical key points to evaluate them. Showing some aural perception with the ability to identify some of the differences within music allowing for analysis of the main parts but missing the more subtle differences within the music of set works and non prepared extracts.</p>	<p>Secure responses are given which presents some comparison of set musical works. Material is structured reasonably well and includes some use of appropriate musical vocabulary. General discussions are given within answers and there is adequate contextual knowledge, with some relevant references made to specific musical works within answers.</p>
D	<p>A Grade 4 or above (ABRSM/Trinity) standard of performance. The performance contains some inaccuracies in pitch and rhythm and is therefore not secure. The fluency of the performance is compromised and performance directions are followed inconsistently. The instrumental/vocal technique is not secure and tone quality and intonation are also not consistent throughout the performance.</p>	<p>A composition that is inconsistent with the musical ideas used. It contains partially structured ideas and themes although they are organised in an inconsistent way. There are discrepancies with the way the musical elements are technically controlled and there is some expressive control and musical understanding of ideas. The composition is partially coherent.</p>	<p>A response that shows knowledge and understanding of few of the key words associated to applying and demonstrating musical knowledge. Having the ability to internalise few of the musical key points to evaluate them. Showing some aural perception although there may also be confusion in places with limited accuracy in analysing the music.</p>	<p>There is inconsistency in knowledge which allows for few comparisons of different musical pieces from memory. Material is not always well structured and there is insufficient use of appropriate musical vocabulary. Discussions on musical topics are inconsistent and appraisal skills are insufficient and lack detailed contextual knowledge.</p>

E	<p>Below a Grade 4 (ABRSM/Trinity) standard of performance. A performance that has inaccuracies in pitch and rhythm throughout. It also includes frequent hesitations or stops that therefore interrupts the flow. Intonation & technique are insecure throughout the performance and it lacks conviction.</p>	<p>A basic composition with ideas lacking structure. It is simplistic and the thematic ideas lack development and organisation. Few compositional techniques have been used to produce a simple and repetitive outcome. Within the composition there is little technical control, expressive control and musical understanding.</p>	<p>A response that demonstrates little understanding of the key words and how to apply them correctly when answering specific questions. There is a lack of ability in enabling sounds to be recalled in order to analyse the work to the appropriate standard and there is common misunderstandings of questions. Features of set works have not been learnt to the required detailed standard.</p>	<p>Answers for the evaluation and critical judgement of pieces of music are limited with few or no comparisons & therefore knowledge of other wider listening works is not evident. Discussions are limited and little or no reference is made to the set works of the A Level.</p>
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