

PROGRESS IN MUSIC, YEARS 7-11

Grade	Y11	Y10	Y9	Y8	Y7	AO1: Perform with technical control, expression and interpretation.	AO2: Compose and develop musical ideas with technical control and coherence.	AO3: Demonstrate and apply musical knowledge	AO4: Use appraising skills to make evaluative and critical judgements about music.
						Performance: 30%	Composing: 30%	Listening & Appraising: 40%	
9						Top 20% of candidates who achieve grades 7-8			
8						I can perform challenging music with a high degree of fluency and sensitivity. My accuracy of pitch, intonation & rhythm is very good. I can perform with sensitivity to the specific style of the piece and I can perform with an appropriate sense of artistic interpretation and style suitable for my more challenging piece. I have sophisticated technique on my chosen instrument, my performance is consistently fluent and I adhere to all performance directions.	I can compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their potential for development. I can use different methods of development to produce successful compositions with a good structural framework using a highly effective and well-chosen range of musical elements. My composition contains highly effective contrasts of tone colour and moods and it is very well organised with a highly effective presentation of musical ideas.	I can demonstrate, through aural identification, accurate & extensive knowledge of a wide range of musical elements, contexts and language. I can accurately identify more complex musical features.	I can evaluate music to make convincing judgements using terminology accurately and effectively. I can use an extensive range of relevant musical vocabulary and demonstrate a thorough and excellent knowledge of the music being evaluated.
7						I can perform more challenging parts/pieces as a soloist and in an ensemble with secure accuracy of intonation, pitch & rhythm. I can perform with an imaginative sense of artistic interpretation and styles that is suitable for my performance pieces. I can follow all performance directions when playing this piece or add my own.	I can create coherent melodic & rhythmic phrases according to an intended shape & style. I can use the musical elements with full coherence and in addition to this, include repetition, development & contrast to produce and effective composition with a recognisable structure. I can compose an interesting accompaniment to a melodic part.	I can identify more complex musical features and have a very good knowledge of the musical elements and their application within a piece. I can use the correct musical vocabulary to describe musical features and explain their effects on the listener.	I can evaluate work in a detailed and accurate way. I can use a wide range of relevant musical vocabulary to do this, showing a thorough knowledge of the skills learnt.

6					<p>I can perform pieces with increasing technical challenges with clear fluency and sensitivity to the style. I can perform in this way as a soloist and as part of an ensemble. I can perform with a sense of artistic interpretation and style that is suitable for more challenging pieces. I can confidently & clearly include more than 1 element of music in my performance.</p>	<p>I can compose an extended melody/rhythm/music with a good sense of structure. I can use a wide range of musical elements with coherence, creating musical ideas and developing interest with some success.</p>	<p>I can accurately identify more complex musical changes and have a good knowledge of the musical elements when applying them to the music. I can use musical vocabulary to describe features in the music.</p>	<p>I can evaluate music accurately. I can use a range of music vocabulary to do this and show a good knowledge of skills learnt.</p>
5					<p>I can perform music with some technical challenges (grade 3 standard) with broad fluency and with some sensitivity to the style. I can perform at this standard as both a soloist and ensemble performer. I can include an element of music in my performance such as dynamics or a change in tempo.</p>	<p>I can compose an extended melody/rhythm/music with a good sense of structure. I can use a range of musical elements with coherence, creating musical ideas and developing interest with some success. I can compose an accompaniment for my main part that demonstrates a musical awareness and include interest within the choice of rhythms and pitches used.</p>	<p>I can demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language.</p>	<p>I can broadly evaluate music to make clear judgements using musical terminology appropriately and accurately.</p>
4					<p>I can perform parts/pieces as a soloist or within an ensemble that require more skill (such as performing 2 hands together on the keyboard, some syncopated rhythms, guitar chords) with reasonable accuracy. My sense of artistic interpretation & style suitable for my piece is developing. I am gaining confidence for including the elements of music in my performance.</p>	<p>I can compose a melody/rhythm with an appropriate sense of structure. My piece shows organisation within a simple structured framework. I can compose a coherent accompaniment that is appropriate for the main melodic or rhythmic line. I attempt to develop my ideas within my piece. I have included some musical elements in my work such as dynamics and contrasting textures.</p>	<p>I can identify simple musical changes and use musical vocabulary to describe them. I can use appropriate adjectives within a sentence to describe the mood and atmosphere of musical pieces.</p>	<p>I can evaluate music to make judgements using some musical terminology appropriately and accurately.</p>

3					I can perform simple parts/pieces with secure accuracy of pitch & rhythm as a soloist or as part of an ensemble. I can perform with imaginative style & interpretation suitable for very simple pieces.	I can compose a simple melody/rhythm with a simple structure. I can compose music that is starting to include development. I can also compose more than 1 part to fit together within the piece (such as a simple accompaniment to a keyboard melody or several rhythms to create polyrhythms).	I can accurately identify simple musical changes and can recognise and describe simple musical terms within a piece. I can describe the mood of a piece using the correct terminology.	I can evaluate music to make some judgements and reflections on it. I have used a few musical terms accurately in order to do this and I show a basic knowledge of the skills learnt.
2					I can perform simple pieces with some fluency and sensitivity on my chosen instrument as a soloist & in an ensemble. I have some accuracy of pitch & rhythm. I can perform with a developing sense of musical interpretation & style suitable for very simple pieces/parts.	I can compose using a limited range of musical elements including pitch, rhythm & melody. I can create musical ideas with some coherence and development. A limited structure can also be found within my piece.	I can demonstrate, through aural identification, some knowledge of musical elements, contexts and language.	I can evaluate music to produce simple reflections with some use of musical terminology.
1					I can perform very simple pieces with limited accuracy of pitch & rhythm as a soloist & in an ensemble. My sense of musical interpretation & style is still developing.	I can compose a simple single line melody/rhythm that uses a limited number of notes. I can compose pieces that attempts to be structured.		With support I can discuss what I liked and disliked about a certain piece of music. I use little reference to music terminology.