

KS3 Assessment Rubric – MUSIC

Year 7

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Pupils can use some form of notation to convey ideas eg. graphic scores. ● Pupils read simple staff notation for melody and rhythm. e.g. a crotchet is one beat, a minim is two beats. ● They sing in tune with expression. ● They can perform by ear and from simple notations. e.g. reading chords, simple melodic and rhythmic parts. ● They improvise repeated patterns and simple melodic and rhythmic phrases as part of a group performance eg. Blues. ● Pupils are able to structure simple compositions using music technology. ● They are beginning to use some basic terminology to describe musical elements. e.g. fast tempo. ● They recognise the different musical elements are how they are combined and used expressively. ● They can recognise different instrument sounds eg. muted trumpet. ● They can suggest improvements to their own work and that of others. 	<ul style="list-style-type: none"> ● Pupils can perform by ear and read one or two notations. e.g. chords and melody line in right hand on keyboard ● They practise their chosen instrument regularly. ● They can improvise melodic and rhythmic material within given structures e.g. waltz using a chord progression. ● They can compose music for different occasions and from different starting points using a variety of musical elements. ● They can use a form of notation and sequencing software to record their compositions. ● They can identify and explain the use of some musical elements e.g. syncopated rhythm ● They can comment on how music reflects time, place and culture. e.g. Britpop music and how it was affected by the Beatles ● They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. 	<ul style="list-style-type: none"> ● Pupils can read at least one clef confidently and can complete rhythmic and melodic dictation tasks. ● They can sight read at Grade 1 level. ● They attend instrumental lessons and will be at least Grade 3 on their instrument. ● Their performances are starting to display a sense of wholeness and show some practising in and outside of class. ● They improvise melodic and rhythmic material within given structures and from different starting points. ● Pupils can select and make expressive use of tempo, dynamics, phrasing and timbre ● They compose in different styles and genres (e.g. descriptive music) and can use harmonic and non-harmonic devices e.g. pedal note or sequences ● They plan, revise and refine material adding in details eg. <i>rubato</i> and <i>ornaments</i> ● They analyse and compare musical features using a good range of musical vocabulary correctly.

Year 8

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Pupils can perform by ear and read one or two notations. e.g. chords and melody line in right hand on keyboard. ● They can complete rhythmic dictation tasks accurately. ● They practise their chosen instrument regularly. ● They can improvise melodic and rhythmic material within given structures e.g. waltz using a chord progression. ● They can compose music for different occasions and from different starting points using a variety of musical elements. ● They can use a form of notation and sequencing software to record their compositions. ● They can identify and explain the use of some musical elements e.g. syncopated rhythm ● They can comment on how music reflects time, place and culture. e.g. Britpop music and how it was affected by the Beatles ● They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. 	<ul style="list-style-type: none"> ● Pupils can read at least one clef confidently and can complete rhythmic and melodic treble clef dictation tasks. ● They can sight read one line melodies at the sight reading standard of Grade 1 level. ● They attend instrumental lessons and will be at least Grade 3 on their instrument. ● Their performances are starting to display a sense of wholeness and show some practising in and outside of class. ● They improvise melodic and rhythmic material within given structures and from different starting points. ● Pupils can select and make expressive use of tempo, dynamics, phrasing and timbre ● They compose in different styles and genres (e.g. descriptive music) and can use harmonic and non-harmonic devices e.g. pedal note or sequences ● They plan, revise and refine material adding in details eg. <i>rubato/ornaments</i>. ● They analyse and compare musical features using a good range of musical vocabulary correctly. 	<ul style="list-style-type: none"> ● Pupils can read two clefs confidently. They can complete dictation tasks in two clefs. ● They attend instrumental lessons and will be at least Grade 4 on their instruments. ● Pupils can sight read at a sight reading level of Grade 2 or above. ● They make significant contributions to ensemble and solo work where performances have a sense of wholeness and consistent practice is evident. ● Pupils can read & write relevant notations that others use too. ● Their compositions are coherent and draw on internalised sounds and on their previous compositions. ● They can adapt, improvise, develop, extend and discard musical ideas within musical structures, styles, genres and traditions. ● They are confident in using and explaining all the musical elements ● Pupils have a wide musical vocabulary that they can use correctly. ● They make improvements to their own and others' work in the light of the chosen style.

Year 9

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Pupils can read at least one clef confidently. ● They can complete rhythmic and melodic treble clef dictation tasks. ● They can sight read one line melodies at the sight reading standard of Grade 1 level. ● They attend instrumental lessons and will be at least Grade 3 on their instrument. ● Their performances are starting to display a sense of wholeness and show some practising in and outside of class. ● They improvise melodic and rhythmic material within given structures and from different starting points. ● Pupils can select and make expressive use of tempo, dynamics, phrasing and timbre. ● They compose in different styles and genres (e.g. descriptive music) and can use harmonic and non-harmonic devices e.g. pedal note or sequences ● They plan, revise and refine material adding in details eg. <i>rubato/ornaments</i>. ● They analyse and compare musical features using a good range of musical vocabulary correctly. 	<ul style="list-style-type: none"> ● Pupils can read two clefs confidently. ● They can complete rhythmic and melodic dictation tasks in two clefs. ● They attend instrumental lessons and will be at least Grade 4 on their instruments. ● Pupils can sight read at a sight reading level of Grade 2 or above. ● They make significant contributions to ensemble and solo work where performances have a sense of wholeness and consistent practice is evident. ● Pupils can read & write relevant notations that others use too. ● Their compositions are coherent and draw on internalised sounds and on their previous compositions. ● They can adapt, improvise, develop, extend and discard musical ideas within musical structures, styles, genres and traditions. ● They are confident in using and explaining all the musical elements ● Pupils have a wide musical vocabulary that they can use correctly. ● They make improvements to their own and others' work in the light of the chosen style. 	<ul style="list-style-type: none"> ● Pupils can read music fluently. ● They can follow a score and fill in missing bars during dictation tasks. ● They attend instrumental lessons and are Grade 4 or above on their instruments. ● Pupils can sight read at a sight reading level of Grade 3 or above. ● Pupils are developing their personal style and perform with a sense of direction and purpose. ● Their compositions are coherent, imaginative and explore different styles, genres & traditions. They both follow and challenge conventions and they can compose idiomatically for specific instruments. ● Pupils discriminate between and explore musical conventions in, and influences on, selected styles, genres and traditions. ● They have a library of musical vocabulary and chord scale theory that they can use correctly. ● They evaluate, and make critical judgements about, the use of musical conventions and other characteristics.