

Key Stage 3 Music Assessment Grid



	A	B	C	D	E	F	G	H	I
Performing									
Accuracy and Technique	Performances of simple pieces with repeated ideas are partially accurate in terms of pitch and/or rhythm. Errors may interrupt flow. Keyboard work will be limited to one hand and perhaps 1 or 2 fingers.	Performances of simple pieces with repeated ideas are mainly accurate in terms of pitch and/or rhythm. Errors may appear in more demanding pieces. Keyboard work will be largely limited to one hand	Performances of simple or short pieces are mainly accurate in terms of pitch and/or rhythm. Errors may be apparent in pieces which are around grade 1 standard. Keyboard work will show use of right and left hand with left hand playing single notes	Performance of simple or short pieces will be secure in terms of pitch and/or rhythm. Longer and more complex pieces will be mainly accurate (around grade 1 standard). Vocal or instrumental technique is developing as is intonation. Keyboard work will show use of 2 independent hands with left hand playing guide tones or similar	Performances of grade 1 standard pieces will be mainly secure in terms of pitch and rhythm and there will only be occasional errors. Other musical directions, such as dynamics and phrasing are considered and applied. Vocal or instrumental technique is becoming secure as is intonation. Keyboard work will show use of 2 independent hands with the left hand playing basic chords	Performances of grade 1 plus standard pieces will be mainly accurate in terms of pitch and rhythm. Other musical directions, such as dynamics and phrasing are included and show an understanding of technique. Vocal or instrumental technique is becoming secure as is intonation. Keyboard work will show use of 2 independent hands with the left hand playing chords	Performance of grade 2 standard pieces is generally accurate in terms of pitch and/or rhythm. Musical directions relating to dynamics and phrasing are adding to the overall quality of the performance. Vocal/instrumental technique is increasingly secure and pieces are performed which meet the criteria for grade 2. Keyboard work will use 2 independent hands with a melody which is supported by chords. Tone is secure	Performances of grade 2 standard pieces are played with good accuracy of pitch and rhythm. Musical directions relating to dynamics and phrasing are adding to the overall quality of the performance. Vocal/instrumental technique is secure when performing pieces at grade 2 standard or higher Keyboard work will use 2 independent hands using a mixture of major and minor chords and some changes of hand position. Tone is secure	Performances of grade 2 and above standard pieces are played with good accuracy of pitch and rhythm. Musical directions relating to dynamics and phrasing are sensitively performed; adding to the overall quality of the performance. Vocal/instrumental technique is secure when performing pieces at grade 2 and above standard or higher. Keyboard work will use 2 independent hands using a mixture of major and minor chords and some changes of hand position. Tone is secure and intonation is solid
Interpretation	Can perform a simple part with others but does not always ensure their part fits.	Can perform with others as part of a simple ensemble where parts are similar. There may be issues with timing.	Can perform with others, but balance is not always a clear consideration in both ensemble and solo performance with accompaniment	Shows a basic understanding of the musical style and the audience when undertaking the performance	Shows a developing understanding of the musical style when performing and is beginning to effectively engage with the audience	Shows a developing understanding of the musical style when performing and is beginning to effectively engage with the audience	The performance is generally expressive and shows understanding of the style, periods or genre as well as consideration for an some engagement with the audience	The performance is increasingly expressive and shows a good understanding of the chosen style, period and genre. The performer is beginning to engage well with the audience	The performance is expressive and shows a good understanding of the chosen style, period and genre. The performer engages well with the audience
Expression	Shows a little understanding of the musical style when performing	Shows a basic understanding of the musical style when performing	Shows some understanding of the musical style when performance	Works effectively with others in group performances and shows some basic understanding of balance in performance with others/pre-recorded accompaniment parts	Is starting to show an awareness of balance between parts in ensemble performances and when working as a soloist with accompaniment	There is an awareness of balance between parts in ensemble performances and when working as a soloist with accompaniment	There is effective balance between parts in ensemble performance as well as in solo performances where there is an accompaniment Is developing a good rapport with other performers in ensemble pieces and is starting to communicate effectively.	There is a good balance between parts when performing solo pieces with a live or pre-recorded accompaniment. There is effective balance between parts in ensemble performance	There is a good balance between parts when performing solo pieces with a live or pre-recorded accompaniment. There is effective balance between parts in ensemble performance and the performer makes adjustments as necessary



Key Stage 3 Music Assessment Grid

Composing									
Creativity	Can create some basic musical ideas in response to a brief	Ideas are effective and meet the brief but will be repetitive or short	There are some ideas which are developing. Melodic lines have some shape	Ideas are sound and use given melodic devices	Ideas are sound and use given melodic devices effectively	Ideas are interesting and use melodic and harmonic devices appropriately	Ideas are interesting and use melodic and harmonic devices appropriately	Ideas are sound and use given melodic devices	Ideas are interesting and use melodic and harmonic devices appropriately
Development of musical ideas	Ideas are not yet developed	Ideas are not yet developed but are effective	Ideas developed by using the elements of music and/or changed into very simple variation like patterns	Ideas developed by using the elements of music and/or changed into very simple variation like patterns	Some ideas are beginning to be developed but the piece is based mainly on one melodic idea which is functional and appropriately written	Ideas are beginning to be developed and show some contrast in sections	Ideas are beginning to be developed and show some contrast in sections	Some ideas are beginning to be developed but the piece is based mainly on one melodic idea which is functional and appropriately written	Ideas are beginning to be developed and show some contrast in sections, students can explore modulations.
Use of musical elements and resources	There is some consideration about the musical elements and how to use these to create a piece of music to meet the brief	There is consideration about the musical elements and how to effectively use these to create a piece of music to meet the brief	There is some consideration of the musical elements and decisions about which instruments/voices to use are sometimes effective	Musical elements are used in a functional manner and appropriate instruments are chosen, although writing will be based on ideas rather than the instrument for which they are writing	Musical elements are used in a functional manner and appropriate instruments are chosen. There is some consideration of form and an overall structure is emerging	Choice of elements is effective and resources are beginning to be selected with the end product in mind, including how to write effectively for the instrument/voice. There is some consideration of form and an overall structure is emerging	Choice of elements is effective and resources are beginning to be selected with the end product in mind, including how to write effectively for the instrument/voice There will be a clear structure using a recognisable form. The style is appropriate to the given brief and characteristic ideas are beginning to emerge	Musical elements are used in a functional manner and appropriate instruments are chosen, although writing will be based on ideas rather than the instrument for which they are writing. There will be a clear structure using a recognisable form. The style is appropriate to the given brief and show an understanding of character	The content is well developed throughout the piece and there are effective contrasts in both tone colour and mood. Students are beginning to think of the piece as a whole and appreciate which resources combine well together. There will be a clear structure using a recognisable form. The style and character are appropriate to the given brief. Students are able to compose for a variety of instruments with a good technical control understanding.
Listening and Appraising									
Use of musical elements	Can describe what they hear in a piece of music but not yet use the musical elements	Can identify which element is heard and link ways in which this can add to the piece of music. Can begin to discuss how an element of music could potentially change a piece of music	Can describe which element of music is heard and explain how this changes throughout the music.	Can identify which element is heard and link to how it could potentially change the piece of music	Can confidently identify which element is heard and link to how it could potentially change the piece of music	Can describe what is heard, link to the correct musical element and explain some of the effect. Starts to use some Italian or other specialist musical terms	Can describe what is heard, link to the correct musical element and explain some of the effect. Is using some Italian or other specialist musical terms	Can describe what is heard, link to the correct musical element and explain some of the effect. Is accurately using some Italian or other specialist musical terms and how ideas change over time	Gives a secure account of the key musical features. Is accurately using Italian or other specialist musical terms and how ideas change over time. Students are able to use comparative language authentically and compare the musical elements directly with the use of key terms and Italian terminology.
Use of key terms .	Uses basic key terms such as loud or quiet but not in relation to the elements of music.	Is able to recall the key terms and begin to identify these in the music.	Uses key musical terms accurately and begins to correctly use them within a response and discussion.	Is able to recall the key terms and begins to use them correctly with prompts. Can recall different devices and use	Uses key musical terms accurately and begins to correctly use them within a response. Is able to give reasons on why and how the musical	Uses key musical terms accurately and begins to correctly use them within a response. Is able to give reasons on why and how the musical	Uses key musical terms accurately and begins to correctly use them within a response. Is able to give reasons on why and how the musical	Uses key musical terms accurately and begins to correctly use them within a response. Is able to give reasons on why and how the musical	Accurate use of speciality terminology Contextualises the use of musical elements in relation to the context, period and/or genre. Can

Key Stage 3 Music Assessment Grid



				these to develop their ideas with prompts.	elements identified are effective.	elements identified are effective.	elements identified are effective. Can identify the use of devices and techniques within a piece.	elements identified are effective. Can accurately identify the use of devices and techniques within a piece.	consistently analyse the use of devices and techniques within a piece.
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Key Stage 3 Music Assessment Grid



Pathway Plan	Assessment 1 Expectation	Assessment 2 Expectation
Y7 Foundation	A	B
Y7 Intermediate	A/B	B/C
Y7 Higher	C	D
Y8 Foundation	B	C
Y8 Intermediate	C	D
Y8 Higher	D/E	F
Y9 Foundation	D/E	F
Y9 Intermediate	F	G
Y9 Higher	G	H/I