

Grade / GCSE Working towards	Performing (Performance of group composition)	Composing (Composition presented on A3 sheet)	Appraising (GCSE style Section A Qs & B essay)
F1 / 1	<p>Several noticeable errors in pitch and rhythm</p> <p>Difficulty reacting/adjusting to other members of the ensemble</p> <p>Poor intonation or instrumental/vocal control</p>	<p>An incomplete composition</p> <p>Little sense of structure</p> <p>Musical ideas are limited and have no relevance to the intended purpose</p> <p>Characteristics of the genre have not been observed</p>	<p><20% in Listening Assessments related to topic</p>
F2 / 2	<p>Some errors in pitch and rhythm</p> <p>Some difficulty reacting/adjusting to other members of the ensemble</p> <p>Some evidence of instrumental/vocal control</p>	<p>An incomplete composition</p> <p>An attempt at basic structure</p> <p>Musical ideas are limited and have little relevance to the intended purpose</p>	<p>21-40% in Listening Assessments related to topic</p>
F3 / 3	<p>Few errors in pitch and rhythm</p> <p>There are moments where ensemble skills are evident</p> <p>Frequent evidence of instrumental/vocal control.</p>	<p>An incomplete composition</p> <p>An attempt at basic structure but predictable and repetitive</p> <p>Musical ideas are limited with some relevance to the intended purpose</p> <p>Characteristics of the genre are sometimes appropriate</p>	<p><41-60% in Listening Assessments related to topic</p>
I1 / 4	<p>A complete performance with a few inconsistencies</p> <p>Some slight hesitations but the performance is reasonably fluent for most of the piece</p>	<p>A complete composition</p> <p>Satisfactory use of basic structures</p> <p>Musical ideas are somewhat relevant to the intended purpose</p> <p>Characteristics of the genre are sometimes appropriate</p>	<p><61-80% in Listening Assessments related to topic</p>
I2 / 5	<p>A complete performance with no more than one or two obtrusive errors or omissions</p> <p>The performance demonstrates consistent tempo, and is well-rehearsed individually and as an ensemble.</p>	<p>A complete composition</p> <p>Satisfactory use of basic structures</p> <p>Musical ideas are relevant to the intended purpose</p> <p>Stylistic characteristics have been selected appropriately</p>	<p><81-100% in Listening Assessments related to topic</p>
I3 / 6	<p>A complete and successful performance with no more than one or two obtrusive errors or omissions</p> <p>The use of musical elements is appropriate for the piece</p> <p>The handling of instruments/vocals is good and shows technical control</p>	<p>A complete composition</p> <p>The piece demonstrated a satisfactory use of structure</p> <p>Musical ideas are developed and extended with relevance to the intended purpose</p> <p>Stylistic characteristics have been selected appropriately</p>	<p>I can write a comparison essay that makes limited, basic points about both extracts with limited musical vocabulary and limited attempts to draw conclusions</p>

	and performers are generally responsive to each other	A functional composition	
A1/7	<p>A unique approach to part(s) of the song e.g. additional accompaniment styles/instruments/harmonies/structural devices</p> <p>Good communication between members of the ensemble with some awareness of balance.</p>	<p>A complete composition with some parts notated</p> <p>There is a good sense of direction and contrast</p> <p>Musical ideas selected with good relevance to the intended purpose and audience.</p> <p>Stylistic characteristics have been selected appropriately and maintained convincingly for the entire song.</p> <p>A creative response to the brief.</p>	<p>I can write a comparison essay that makes points about both extracts with basic musical vocabulary. I can discuss similarities and differences in a mainly descriptive way.</p>
A2/8	<p>A mostly confident approach to several parts of the song e.g. additional accompaniment styles/instruments/harmonies/structural devices</p> <p>Good communication between members of the ensemble.</p>	<p>A complete composition with most parts notated</p> <p>The piece demonstrates some sense of wholeness and balance between the sections.</p> <p>Musical ideas selected with good relevance to the intended purpose and audience</p> <p>Stylistic characteristics and conventions for the chosen style have been selected appropriately and maintained convincingly for the entire song.</p> <p>A creative response to the brief.</p>	<p>I can write a comparison essay that demonstrates some stylistic awareness and analysis of both pieces. Good range of musical vocabulary with some attempt at comparing, contrasting and drawing conclusions.</p>
A3/9	<p>A confidently accurate and fluent performance despite some minor errors</p> <p>Consistent use of tempo, appropriate dynamics and phrasing</p> <p>An original performance of the song with additional accompaniment styles/instruments/harmonies/structural devices</p> <p>Excellent communication between members of the ensemble.</p>	<p>A complete composition with all parts notated</p> <p>A sense of coherence and wholeness is achieved throughout</p> <p>There is consistent use of direction and contrast overall</p> <p>Musical ideas are developed and assured, meeting the intended purpose appropriately</p> <p>Stylistic characteristics have been selected appropriately and are handled convincingly</p> <p>An imaginative response to the brief</p>	<p>I can write a comparison essay that demonstrates a stylistic awareness of both pieces. Extensive and sophisticated use of musical vocabulary. I can present a cohesive and critical argument of both pieces and demonstrate the ability to compare, contrast and draw conclusions.</p>