

### Music Department – Assessment – KS3

Yr 7	Performance	Composition	Listening and Appraising
<b>0%</b>	<b>No assessable material</b>		
<b>1-20%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Several noticeable errors in pitch and rhythm</li> <li><input type="checkbox"/> Difficulty reacting/adjusting to other members of the ensemble</li> <li><input type="checkbox"/> Poor intonation or instrumental/vocal control</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An incomplete composition</li> <li><input type="checkbox"/> Little sense of structure</li> <li><input type="checkbox"/> Musical ideas are limited and have no relevance to the intended purpose</li> <li><input type="checkbox"/> Characteristics of the genre have not been observed</li> </ul>	<p>Glossary Test:</p> <p style="text-align: right;">%</p>
<b>21-40%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some errors in pitch and rhythm</li> <li><input type="checkbox"/> Some difficulty reacting/adjusting to other members of the ensemble</li> <li><input type="checkbox"/> Some evidence of instrumental/vocal control</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An incomplete composition</li> <li><input type="checkbox"/> An attempt at basic structure</li> <li><input type="checkbox"/> Musical ideas are limited and have little relevance to the intended purpose</li> </ul>	<p>Listening Test:</p> <p style="text-align: right;">%</p>
<b>41-60%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few errors in pitch and rhythm</li> <li><input type="checkbox"/> There are moments where ensemble skills are evident</li> <li><input type="checkbox"/> Frequent evidence of instrumental/vocal control.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An incomplete composition</li> <li><input type="checkbox"/> An attempt at basic structure but predictable and repetitive</li> <li><input type="checkbox"/> Musical ideas are limited with some relevance to the intended purpose</li> <li><input type="checkbox"/> Characteristics of the genre are sometimes appropriate</li> </ul>	<p style="text-align: right;">%</p>
<b>61-80%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete performance with a few inconsistencies</li> <li><input type="checkbox"/> Some slight hesitations but the performance is reasonably fluent for most of the piece</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> Satisfactory use of basic structures</li> <li><input type="checkbox"/> Musical ideas are somewhat relevant to the intended purpose</li> <li><input type="checkbox"/> Characteristics of the genre are sometimes appropriate</li> </ul>	<p>Any additional feedback and comments:</p>
<b>81-100%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete performance with no more than one or two obtrusive errors or omissions</li> <li><input type="checkbox"/> The performance demonstrates consistent tempo, and is well-rehearsed individually and as an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> Satisfactory use of basic structures</li> <li><input type="checkbox"/> Musical ideas are relevant to the intended purpose</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately</li> </ul>	

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Yr 8	Performance	Composition	Listening and Appraising
<b>0%</b>	No assessable material		
<b>1-20%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few errors in pitch and rhythm</li> <li><input type="checkbox"/> There are moments where ensemble skills are evident</li> <li><input type="checkbox"/> Frequent evidence of instrumental/vocal control</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An incomplete composition</li> <li><input type="checkbox"/> An attempt at basic structure but predictable and repetitive</li> <li><input type="checkbox"/> Musical ideas are limited with some relevance to the intended purpose</li> <li><input type="checkbox"/> Characteristics of the genre are sometimes appropriate</li> </ul>	<b>Glossary Test:</b>          %
<b>21-40%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete performance with a few inconsistencies</li> <li><input type="checkbox"/> Some slight hesitations but the performance is reasonably fluent for most of the piece</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> Satisfactory use of basic structures</li> <li><input type="checkbox"/> Musical ideas are somewhat relevant to the intended purpose</li> <li><input type="checkbox"/> Characteristics of the genre are sometimes appropriate</li> </ul>	<b>Listening Test:</b>          %
<b>41-60%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete performance with no more than one or two obtrusive errors or omissions</li> <li><input type="checkbox"/> The performance demonstrates consistent tempo and is well-rehearsed individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> Satisfactory use of basic structures</li> <li><input type="checkbox"/> Musical ideas are relevant to the intended purpose</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately</li> </ul>	%
<b>61-80%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete and successful performance with no more than one or two obtrusive errors or omissions</li> <li><input type="checkbox"/> The use of musical elements is appropriate for the piece</li> <li><input type="checkbox"/> The handling of instruments/vocals is good and shows technical control and performers are generally responsive to each other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> The piece demonstrates a satisfactory use of structure</li> <li><input type="checkbox"/> Musical ideas are developed and extended with relevance to the intended purpose</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately</li> </ul>	<b>Any additional feedback and comments:</b>
<b>81-100%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A unique approach to part(s) of the song e.g. additional accompaniment styles/instruments/harmonies/structural devices</li> <li><input type="checkbox"/> Good communication between members of the ensemble with some awareness of balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition with some parts notated</li> <li><input type="checkbox"/> There is a good sense of direction and contrast</li> <li><input type="checkbox"/> Musical ideas selected with good relevance to the intended purpose and audience</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately and maintained convincingly for the entire piece</li> </ul>	

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Yr 9	Performance	Composition	Listening and Appraising
<b>0%</b>	No assessable material		
<b>1-20%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete performance with no more than one or two obtrusive errors or omissions</li> <li><input type="checkbox"/> The performance demonstrates consistent tempo and is well-rehearsed individually and as an ensemble</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> Satisfactory use of basic structures</li> <li><input type="checkbox"/> Musical ideas are relevant to the intended purpose</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately</li> </ul>	<p>Glossary Test:</p> <p style="text-align: right;">%</p>
<b>21-40%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete and successful performance with no more than one or two obtrusive errors or omissions</li> <li><input type="checkbox"/> The use of musical elements is appropriate for the piece</li> <li><input type="checkbox"/> The handling of instruments/vocals is good and shows technical control and performers are generally responsive to each other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition</li> <li><input type="checkbox"/> The piece demonstrates a satisfactory use of structure</li> <li><input type="checkbox"/> Musical ideas are developed and extended with relevance to the intended purpose</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately</li> </ul>	<p>Listening Test:</p> <p style="text-align: right;">%</p>
<b>41-60%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A unique approach to part(s) of the song e.g. additional accompaniment styles/instruments/harmonies/structural devices</li> <li><input type="checkbox"/> Good communication between members of the ensemble with some awareness of balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition with some parts notated</li> <li><input type="checkbox"/> There is a good sense of direction and contrast</li> <li><input type="checkbox"/> Musical ideas selected with good relevance to the intended purpose and audience</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately and maintained convincingly for the entire piece</li> </ul>	
<b>61-80%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A mostly confident approach to several parts of the piece e.g. additional accompaniment styles/instruments/harmonies/structural devices</li> <li><input type="checkbox"/> Good communication between members of the ensemble</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition with most parts notated</li> <li><input type="checkbox"/> The piece demonstrates some sense of wholeness and balance between the sections</li> <li><input type="checkbox"/> Musical ideas selected with good relevance to the intended purpose and audience</li> <li><input type="checkbox"/> Stylistic characteristics and conventions for the chosen style have been selected appropriately and maintained convincingly for the entire piece</li> <li><input type="checkbox"/> A creative response to the brief</li> </ul>	<p>Any additional feedback and comments:</p>
<b>81-100%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A confidently accurate and fluent performance despite some minor errors</li> <li><input type="checkbox"/> Consistent use of tempo, appropriate dynamics and phrasing</li> <li><input type="checkbox"/> An original performance of the piece with additional accompaniment styles/instruments/harmonies/structural devices</li> <li><input type="checkbox"/> Excellent communication between members of the ensemble</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A complete composition with all parts notated</li> <li><input type="checkbox"/> A sense of coherence and wholeness is achieved throughout</li> <li><input type="checkbox"/> There is consistent use of direction and contrast overall</li> <li><input type="checkbox"/> Musical ideas are developed and assured meeting the intended purpose appropriately</li> <li><input type="checkbox"/> Stylistic characteristics have been selected appropriately and are handled convincingly</li> <li><input type="checkbox"/> An imaginative response to the brief</li> </ul>	

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