

Music Assessment Levels

	AO1-Performing Skills	AO2-Composing Skills	AO3-Listening & Appraising Skills
9	<ul style="list-style-type: none"> Perform with a developing sense of style and flair. 	<ul style="list-style-type: none"> You use advanced compositional techniques and technology to its full in a craftsman like way and the structural framework supports the impact of the piece. 	<p>You demonstrate high levels of critical thinking and a deep musical understanding when listening and recognize:</p> <ul style="list-style-type: none"> How music is influenced and informed by other composers and cultures.
8	<ul style="list-style-type: none"> Perform with control and detailed attention to instrument specific techniques, breathing, diction and posture. Perform with empathy to the other performers and made a powerful contribution to the impact of the performance. 	<ul style="list-style-type: none"> Create compositions that are more extended using highly imaginative and original musical ideas, which have been adapted, extended. Give direction to others. Discard ideas, which demonstrate a high level of musical understanding. Make accurate use of appropriate notation. Challenge conventions. 	<p>Identify when listening:</p> <ul style="list-style-type: none"> Augmentation, diminution, hemiola, cross-rhythm Cadences: perfect, plagal, imperfect, interrupted, Tièrce de Picardie <p>Modulation: -</p> <ul style="list-style-type: none"> To dominant/subdominant in major or minor key To relative major or minor Augmentation, diminution, sequence, inversion of melody Instrumental techniques including con arco/with a bow, pizzicato/plucked, con sordino/muted, double-stopping, tremolo/tremolando <ul style="list-style-type: none"> Make detailed comments on the overall effect, evaluate and make critical judgments, justifying these.
7	<ul style="list-style-type: none"> Sing and perform music Grade 5 or above. Show when performing stylistic awareness Make a significant contribution to the impact of the performance. 	<ul style="list-style-type: none"> Extended, adapt and develop imaginative and original musical ideas Show advanced compositional techniques are used Use appropriate notation. Follow and challenge conventions. 	<p>Demonstrate a high level of musical understanding when appraising and listening identifying:</p> <ul style="list-style-type: none"> Dotted rhythms, triplets, syncopation Major, minor and dominant seventh chords using Roman numerals/chord symbols Key up to 4 sharps and 4 flats Imitative, canonic and layered textures Intervals within the octave Sonata, minuet & trio, scherzo & trio <ul style="list-style-type: none"> Evaluate and make critical judgments about yours and others work. Justify reasons for yours and others choices
6	Student has achieved all of grade 5 but only part of grade 6		
5	<ul style="list-style-type: none"> Sing longer melodic phrases with shape and some expression (Melodic instruments) - Perform more complex, repeated melodies and 	<ul style="list-style-type: none"> Demonstrate creative ideas and use some musical elements successfully. 	<ul style="list-style-type: none"> Identify when listening; Polyrhythm, bi-rhythm Consonant, dissonant harmony Unison, octaves, single melody line, melody with

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	<p>simple chord sequences with rhythm and some expression.</p> <ul style="list-style-type: none"> • Percussion/drum kit – Perform more complex repeated rhythms in time • Maintain a more significant part. • Coordinate your part with the other performers showing a basic awareness of balance throughout. • Need minimal input to the performance. 	<ul style="list-style-type: none"> • Show there is some development using appropriate devices. • Use structure that is well defined and appropriate. • Use simple notations. • Show your composition has creative ideas and uses some musical elements successfully in combination. 	<p>accompaniment, antiphonal texture.</p> <ul style="list-style-type: none"> • Slide/glissando/portamento, ornamentation • Vocal techniques such as falsetto and vibrato • Rondo, theme & variations, arch-shape • Identify areas for development • Suggest areas for improvements with clear justification.
4	Student has achieved all of grade 3 but only some of grade 5		
3	<ul style="list-style-type: none"> • Sing short melodic phrases with a sense of shape • (Melodic instruments) – Perform simple, repeated melodies within a small range • (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat • Perform when the teacher has a degree of creative control over the performance • Perform with some awareness of the other performers. 	<ul style="list-style-type: none"> • Compose using simple creative ideas using a small range of musical elements. • Compose using basic musical devices a simple structure. 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Simple/Compound time • Ostinato, riff, pitch bend • Generic families of instruments as found in world music • Common signs, terms & symbols • Binary, ternary, call & response • Make simple suggestions for improvements
2	Student has achieved all of grade 1 but only part of grade 3		
1	<ul style="list-style-type: none"> • Sing short melodic phrases. • (Melodic instruments) –perform simple, repeated melodies within a small range • (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat • Perform in an ensemble mostly carried by the other performers. • Perform in an ensemble that is teacher-led but you are becoming more aware of others 	<ul style="list-style-type: none"> • Use and recognise a few simple musical devices when composing or listening. • Begin to order sounds within a simple structure (beginning/end). • Compose a piece that has a basic creative idea 	<p>Identify when listening;</p> <ul style="list-style-type: none"> • Pulse • Thick and thin texture • Improvisation • Loud and quiet • Make basic improvements to your own work when prompted by your teacher.
0	Student is working towards all elements of grade 1		

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