

LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: Music

Band Descriptor	Performing	Composing	Listening & Appraising
Higher	<ul style="list-style-type: none"> Perform a whole piece of music using highly effective dynamics and expression. Perform accurately from treble and bass notation. Perform a piece with mainly accurate pitch and rhythm but small mistakes are not noticeable. Play a melody and an accompaniment simultaneously on the keyboard to demonstrate a strong performance. 	<ul style="list-style-type: none"> Compose a highly effective, imaginative melody through use of appropriate scales or modes that conveys a sense of character, mood or atmosphere. Improvise confidently and stylistically using appropriate scales/modes and varied rhythms. Demonstrate the use of comprehensive, stylistic structures and accompaniments that are in keeping with conventions. Demonstrate a comprehensive understanding of the Elements of Music in my composition that helps to convey the sense of character, mood or atmosphere. 	<ul style="list-style-type: none"> Accurately describe the Elements of Music and make judgements about the effect they have on the mood/atmosphere and their relevance in the context of purpose/occasion. Apply a comprehensive knowledge about context, purpose and venue to another piece of music within the same style. Apply my understanding of the success criteria to their own work to make improvements. Respond to feedback by undertaking independent study and then attempt to improve their work based on my research.
Intermediate	<ul style="list-style-type: none"> Confidently perform a short piece of music using some appropriate dynamics. Perform accurately from treble or bass notation. Perform a piece with mainly accurate pitch and rhythm and expression but small mistakes do not disrupt the flow of the performance. Adjust a part to maintain a confident sense of awareness and ensemble sound. 	<ul style="list-style-type: none"> Compose confident melodic ideas that show a sense of shape and development and use appropriate scales or modes. Improvise confidently over a given scale/mode and a varied rhythm appropriate to the style. Show awareness of stylistic timbres. Compose stylistically appropriate accompaniments (e.g. broken chords, block chords, bass line). 	<ul style="list-style-type: none"> Confidently describe most Elements of Music and make appropriate judgements about the effect they have on the mood/atmosphere. Aware of the context, purpose and venues of varying styles of music. Confidently show my strengths and areas for development in their work and act positively to make changes. Confidently respond to teacher/peer feedback and make improvements to their work through troubleshooting and experimenting.

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	<ul style="list-style-type: none"> Perform a longer rhythmic phrase that includes some syncopation/polyrhythm. 		
Foundation	<ul style="list-style-type: none"> Perform a simple section in a piece of music with limited success as mistakes might disrupt the flow. Perform a basic part on its own (with one hand when using the keyboard). Perform a basic rhythmic phrase. 	<ul style="list-style-type: none"> Extend my ideas through repetition, simple variation and/or simple improvisation using a simple scale or mode. Improvise a basic melodic or rhythmic idea. Compose a simple contrasting section with some attempts to link the passages. Show some awareness of timbres. 	<ul style="list-style-type: none"> Identify and describe some simple changes in pitch, tempo and dynamics when listening to a piece of music. Recognise that there are some good features to their work and act positively about making changes Accepted teacher/peer feedback and can make some refinements to improve their work.