

Music KS3 Assessment Criteria		Attempting 5	Emerging 4	Developing 3	Secure 2	Exceeding 1
Performance	Accuracy and Fluency	<p>I can play or sing a piece with simple rhythms and limited range of notes with errors.</p> <p>I can perform this piece with some hesitations.</p> <p>I can understand why expression is important in performance.</p>	<p>I can play or sing a piece with simple rhythms and limited notes with some accuracy.</p> <p>I can perform this piece with few hesitations.</p> <p>I can understand why expression is important in music and have begun to add limited expressive elements such as dynamics/articulation.</p>	<p>I can play or sing a piece with mostly simple rhythms and a wider range of notes accurately.</p> <p>I can perform this piece confidently and mostly fluently.</p> <p>I can understand what expression I need to add to the piece and I am beginning to use expressive elements to add contrast.</p>	<p>I can play or sing a rhythmically and melodically complex piece accurately.</p> <p>I can perform this piece fluently with a high level of confidence.</p> <p>I can make expressive use of tempo, dynamics and articulation.</p>	<p>I can play or sing a complex and demanding piece with a high level of accuracy.</p> <p>I can perform this piece fluently and confidently in front of an audience.</p> <p>I can make creative expressive choices about tempo, dynamics, articulation, phrasing and timbre.</p>
	Groupwork	<p>I can contribute a small amount when performing in a group setting.</p> <p>I can play along to a part in a group but will sometimes be out of time.</p>	<p>I can play a simple but important part in a group performance.</p> <p>I can play a part in a group and stay mostly in time and come back in if I lose my place.</p>	<p>I can play a simple part in a group performance with awareness of other parts.</p> <p>I can play in time with my group and help others keep in time.</p>	<p>I can play a more complex part in a group including awareness of how all the parts fit together harmonically and rhythmically.</p> <p>I can stay in time and lead others in the group.</p>	<p>I can play a complex and demanding part in a group with a full awareness of how the parts fit together and which parts need to be expressed.</p> <p>I can take a leading role in the group and make musical decisions about the tempo of the piece.</p>

<p>Composing</p>	<p>Creativity and Ideas</p>	<p>I can create simple musical ideas with help from a teacher.</p> <p>I can begin to understand why some musical ideas work and others don't.</p>	<p>I can use limited research to create ideas independently.</p> <p>I can recognise when my ideas need improving and give musical reasons why.</p>	<p>I can independently research ideas and take inspiration from a number of musical sources.</p> <p>I can recognise when ideas need improving and implement some new ideas.</p>	<p>I can draw ideas from a wide range of artists and styles and use this in my composition.</p> <p>I can draw on my musical knowledge to identify weaker ideas and improve them.</p>	<p>I can draw inspiration from a wide range of styles and effectively use these in my composition.</p> <p>I can analyse my own work and give musical reasons why some ideas sound good and others don't. I can use my musical knowledge to improve these ideas.</p>
	<p>Musical Style and Use of Elements</p>	<p>I can identify a number of musical elements in other peoples' compositions.</p> <p>I can identify some musical elements that can work in my piece.</p> <p>I can identify different styles of music but I am unsure how to create these styles.</p>	<p>I can identify effective musical elements in other peoples' compositions that I am able to take some inspiration from.</p> <p>I can understand how to use a limited number of elements in my own composition.</p> <p>I can identify some styles of music that would suit my composition.</p>	<p>I can understand how to use a wider variety of elements in my music</p> <p>I can identify a style that would suit my composition and what elements are needed to fit the style.</p> <p>I can begin to use some elements of a chosen style of music in my composition.</p>	<p>I can identify which elements will suit my composition and use them effectively.</p> <p>I can identify a style that would suit my composition and effectively use elements effectively in this style.</p> <p>I can use a wider variety of elements of a chosen style in my composition.</p>	<p>I can identify which elements will suit my composition and use them effectively and creatively.</p> <p>I can compose accurately in a style of music using musical elements to add my own expressiveness to the piece.</p> <p>I can use a wide variety of techniques to accurately recreate a style of music.</p>

<p>Understanding Music</p>	<p>Appraising Music</p>	<p>I can recognise some of the different musical elements, and understand how they can be used to create contrast.</p> <p>I can begin to recognise basic things that I can do to improve my own work.</p>	<p>I can recognise many musical elements and understand how they are used to create contrast and effect.</p> <p>I can recognise what I can do to improve my work using some musical vocabulary.</p>	<p>I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. I have a good understanding of the contextual influences of the music.</p> <p>I can recognise what areas I have done well in my work and what areas I need to improve upon. I can describe this using musical keywords.</p>	<p>I can begin to analyse and compare musical features and how they are used.</p> <p>I can evaluate how social context can affect features of the music.</p> <p>I can use more complex musical language to describe what areas I am doing well in and what areas I can improve upon.</p>	<p>I can analyse, compare & evaluate how music reflects the contexts in which it is created, performed and heard.</p> <p>I can use a wide variety of complex musical vocabulary to accurately discuss music and reflect upon my own work and other pupils' work.</p>
	<p>Music Notation</p>	<p>I can read basic rhythm notation with some prompting and have a developing understanding of the treble clef.</p>	<p>I can read rhythm and pitch notation on the treble clef and I am able to understand rests.</p>	<p>I can confidently read rhythm and pitch in the treble clef and I have a good understanding of rests.</p>	<p>I can read treble clef confidently and I am starting to learn bass clef. I am able to play more complex rhythms including syncopation.</p>	<p>I can confidently read both treble and bass clef including accidentals and key signatures with complex syncopated rhythms.</p>