

# MUSIC ASSESSMENT FRAMEWORK

Assessment Grade	Key Knowledge and Skills			
	Performing	Composing	Listening and Analysing	
<b>9</b>	a	Students perform with an exceptional level of musicality.	Ideas are highly effective, offering much potential for creative development.	Students will have an outstanding awareness of musical features in a range of genres and styles.
	b	They demonstrate the ability to lead and support in a group performance situation.	The content is skilfully developed throughout the piece.	They will be able to listen to melodic intervals and identify them accurately at all times.
	c	Their performances will be securely accurate in terms of Pitch, Rhythm and intonation.	A very well-organised piece with a highly effective presentation of musical ideas.	They will be able to identify a wide range of instruments and techniques.
	d	They will communicate their performance with an outstanding use of musical elements such as dynamics, rubato and other techniques.	The style and character is highly effective in response to the chosen brief.	They have outstanding knowledge of melody, textures, rhythm, metre, dynamics, timbre structure and form and harmony and tonality.
<b>8</b>	a	Students will produce an accurate performance, secure in terms of rhythm.	Highly effective contrasts of tone colour and moods.	Students will have an excellent awareness of musical features in a range of genres and styles.
	b	Their performance will be secure vocal/instrumental technique and intonation (where appropriate) throughout the whole performance.	Resources, including technology, are skilfully controlled.	They will be able to listen to melodic intervals and identify them accurately.
	c	Their performance will be expressive and in keeping with the chosen style.	A wide variety of musical elements are used skilfully.	They will be able to identify a range of instruments and techniques.
	d	They will communicate their performance with an excellent use of musical elements such as dynamics, rubato and other techniques.	The outcome is highly effective, musical and fully coherent.	They have an excellent knowledge of melody, textures, rhythm, metre, dynamics, timbre structure and form and harmony and tonality.
<b>7</b>	a	Students will perform at the appropriate tempo and ensure this is maintained generally throughout.	Ideas are generally effective, offering potential for further development.	Students confidently identify key musical features in their listening.
	b	They will ensure the performance is well-projected.	The content is competently developed throughout the piece.	They can identify rhythms and metres with excellent aural awareness.
	c	They will ensure all performance directions are followed appropriately throughout the performance.	A well-organised piece with effective presentation of musical ideas.	They can pick out intervals aurally with ease.
	d	They will have effective rapport with other performers, where appropriate, resulting in a balanced performance.	Generally effective choice of elements and resources.	They can identify rhythms and metres with excellent aural awareness.

<b>6</b>	a	Students will perform with generally accurate rhythm and/or pitch, however, there are occasional slips.	Ideas are generally effective, offering potential for further development. Generally effective contrasts of tone colour and mood. The style and character is generally effective in response to the chosen brief. A variety of musical elements are used competently.	Students will almost always be able to pick out key musical features in their listening. They will be able to identify intervals with few mistakes. They will understand instrument techniques and be mostly accurate with these in their listening. They will be able to pick out rhythm and metre at a good level.
	b	They will ensure that there is generally reliable vocal/instrumental technique and intonation (where appropriate) throughout the performance.		
	c	They will produce a generally expressive performance mainly in keeping with the chosen style.		
	d	Their performance is generally well projected.		
<b>5</b>	a	Students will perform with some accuracy, any slips will affect the overall fluency. They will ensure that most performance directions are followed appropriately in the performance.	The outcome is generally effective and coherent. Some choices of elements and resources are effective. Ideas are simple, offering some potential for development. Some contrasts of tone colour and mood.	Students will mostly be able to pick out key musical features in their listening. They will be able to identify intervals with some mistakes. They will understand instrument techniques and be sometimes accurate with these in their listening. They will mostly be able to pick out rhythm and metre in their listening.
	b	Their performance will be generally secure with control of sonority (tone) with the use of contrast mainly appropriate to the music.		
	c	They will have a generally effective rapport with other performers, where appropriate, resulting in a mostly balanced performance.		
	d			
<b>4</b>	a	Students make expressive use of dynamic, tempo, phrasing and timbre. Their performance has frequent inaccuracies.	Inconsistent organisation with some effective presentation of musical ideas. Style and character is inconsistent in response to the chosen brief. Some ideas are partially developed. Inconsistent control of resources, including technology.	Students will sometimes be able to pick out key musical features in their listening. They will be able to identify intervals with many mistakes. They will know some instrument techniques and be able to identify these in their listening. They will sometimes be able to pick out rhythm and metre in their listening.
	b	They make subtle adjustments to fit their part in with others. Although struggle with vocal/instrumental technique and intonation throughout the performance		
	c	The performance is sometimes will projected		
	d	The performance shows some awareness of style and genre.		
<b>3</b>	a	Students make expressive use of dynamic, tempo, phrasing and timbre.	Students compose with some independence although need structure and support. They show some awareness in choice of elements and resources.	Students analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to
	b	They can make subtle adjustments to fit their part in with others.		

	c	They can perform a range of musical styles and genres. They can provide rhythmic support and lead a group performance.	They can present their ideas with some independence. They can use a range of devices to compose.	their own and others' work in the light of the chosen style. They analyse and compare musical features. They can evaluate how venue, occasion and purpose affect the way music is created.
	d			
<b>2</b>	a	Students maintain their own parts with awareness of how others fit in.	Students create melodic ideas within different musical structures.	Students suggest improvements on their own and others' work using musical vocabulary.
	b	Students can play with understanding of the overall effect.	They can improvise melodic phrases.	They can hear how music reflects different intentions.
	c	They perform from ear and with notation. They can memorise musical phrases to perform.	They can compose within given structures. They can improvise rhythmic phrases as part of a group performance.	They can evaluate their own and others' work. They can describe and compare their own and others' work.
	d			
<b>1</b>	a	Students sing with expression. They perform simple melodic parts.	Students can combine sound with awareness of the overall effect.	Students can hear the musical elements and how they have changed a piece of music.
	b	They sing in tune.	They can improvise repeated sounds.	They comment on their work and the intended effect.
	c	They perform simple rhythmic parts.	They can combine layers of music.	They use the elements to improve their own work.
	d		They use the musical elements to compose.	They can make improvements on their own work.
<b>S</b>	a	Students perform simple musical patterns with awareness of others.	Students can represent sounds with symbols.	Students can improve their own work.
	b	They can keep a steady pulse. They sing with a sense of shape to the melody.	They create sounds from different starting points. They can choose sounds and order them with awareness of structure.	They recognise how musical elements change sounds. They identify repeating patterns and well-defined changes.
	c	They recognise how sounds can be changed and organised.	They can create and choose sounds from given starting points.	They respond to changes in mood from music.
	d			