



Robert Bloomfield Academy: Key Stage 3 Grade Descriptors – Music



KS3	<u>PERFORMING</u> <i>'Pupils should: Play and perform in solo or ensemble contexts using their voice and playing instruments musically and fluently with accuracy and expression'</i>	<u>COMPOSING</u> <i>'Pupils should: Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions'.</i>	<u>LISTENING AND APPRAISING</u> <i>'Pupils should: Listen with increasing discrimination to a wide range of music; develop a deep understanding of the music that they perform or listen to, and its history'.</i>
Exceeding KS3 Expectations	Can perform significant parts from memory and from notations in a wide range of musical styles and genres with very impressive fluency and with the ability to lead others, take a solo part and provide rhythmic support; can select and make expressive use of tempo, dynamics, phrasing and timbre;	Can exploit the characteristics and expressive potential of selected musical resources, genres, styles and traditions. Can improvise and compose extended compositions with a sense of direction and shape. Can explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations, both following and challenging conventions.	Can use relevant notations to plan, revise and refine material. Can analyse, compare and evaluate how music reflects the contexts in which it was created, performed and heard. Can make improvements to own and others' work in the light of the chosen style.
Year 9 Sec	Can perform very fluently in a wide range of different styles and genres of music, making significant contributions to the ensemble and using relevant notations; can select and make use of tempo, dynamics and phrasing.	Can explore musical conventions in, and influences on, selected genres, styles and traditions. Can create coherent compositions drawing on internalized sounds and adapt, improvise, develop, extend and discard musical ideas within given and chosen musical genres, styles and traditions.	Can identify the different processes and contexts of selected musical genres and styles. Can use relevant notations to plan, revise and refine material. Can use harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects;
Year 9 Dev	Can perform fluently in a range of different styles and genres of music, making significant contributions to the ensemble and using	Can explore the different processes and contexts of selected musical genres and styles. Can improvise and compose in different genres and styles, using harmonic	Can identify musical devices and how music reflects time and place; can analyse and compare musical features. Can evaluate how venue,

	relevant notations; can select and make use of tempo and dynamics.	and non-harmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects	occasion and purpose affects the way music is created, performed and heard. Can refine and improve your work.
Year 9 Beg	Can perform in a range of different styles and genres of music, making significant contributions to the ensemble and using relevant notations.	Can explore musical devices and how music reflects time and place; can improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for specific occasions using appropriate musical devices such as melody, rhythms, chords and structures.	Can identify the relationship between sounds and how music reflects different intentions; can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Can suggest improvements to own and others' work, commenting on how intentions have been achieved.
Year 8 Sec	Can easily maintain an independent part within a texture of parts across a range of musical styles and genres while performing by ear or from notations and, when necessary, can make subtle adjustments to the part being performed in order to maintain the fluency of the performance	Can improvise and compose extended melodic and rhythmic ideas by developing ideas within a range of musical structures, by composing music for different occasions using a variety of notation and musical devices such as melody, rhythms, chords and incorporating a range of expressive devices and techniques.	Can clearly identify specific details and the more complex features in music from a variety of styles and genres using advanced musical vocabulary and with impressive attention to musical detail.
Year 8 Dev	Can easily maintain an independent part within a texture of parts while performing by ear or from notations and, when necessary, can make subtle adjustments to the part being performed in order to maintain the fluency of the performance	Can improvise and compose quite extended melodic, rhythmic and harmonic ideas by developing ideas within musical structures and for different occasions, using notations and appropriate musical devices such as melody, rhythm, chords as well as some expressive devices.	Can identify the features of music across a range of styles and genres using musical vocabulary accurately and with clear understanding.
Year 8 Beg	Can easily maintain an independent part within a texture of parts during a small group performance and, when necessary, can make adjustments to the part being performed in order to maintain the fluency of the performance	Can improvise and compose melodic and rhythmic ideas within musical structures, use a variety of notations and compose music for a range of different occasions using appropriate musical devices such as melody, rhythm and chords.	Can use specific musical vocabulary to describe music from a range of styles and genres with good attention to the musical detail.

Year 7 Sec	Can maintain an independent part within a texture of parts during a small group performance and, when necessary, can make adjustments to the part being performed to fit own part within a group performance.	Can improvise and compose melodic and rhythmic ideas within given structures, use notations and compose music for specific occasions using appropriate musical devices such as melody and rhythm.	Can identify, describe and explain the key features of music from different styles and genres with attention to the musical detail
Year 7 Dev	Can maintain an independent part within a texture of parts during a small group performance and, when necessary, can make adjustments to the part being performed to fit own part within a group performance.	Can improvise melodic and rhythmic ideas within a given structure, use notations and compose music that utilises musical devices such as melody and rhythm.	Can identify, describe and explain the key features of a piece of music using musical vocabulary and with attention to the musical detail
Year 7 Beg	Can maintain an independent part within a texture of parts during a small group performance and, when necessary, can usually make adjustments to the part being performed to maintain the fluency of the performance	Can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures	Can recognise and describe contrasts between most of the key features of a piece of music using the relevant musical vocabulary.
T1	Can maintain an independent part within a texture of parts during a small group performance	Can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas from a given starting point	Can recognise and describe contrasts between most of the key features of a piece of music using a good amount of the relevant musical vocabulary.
T2	Can usually maintain an independent part within a texture of parts during a small group performance;	Can explore the relationship between sounds and how music reflects different intentions;	Can recognize and describe contrasts of dynamics and tempo as well as basic rhythmic and melodic features
T3	Can maintain an independent part within a texture of parts when supported by other pupils in the group performing the same part	Can improvise repeated patterns and combine layers of sound with awareness of the combined effect;	Can recognize and describe contrasts of dynamics and tempo as well as basic rhythmic and melodic features
T4	Can perform more complex rhythmical and melodic patterns while keeping to a steady pulse	Can improvise and compose musical ideas using a range of musical elements.	Can recognize and describe contrasts of dynamics and tempo as well as basic rhythmic features
T5	Can perform repeated rhythms and melodies while keeping to a steady pulse;	Can improvise and compose simple musical ideas using basic musical elements.	Can recognize and describe contrasts of dynamics and tempo.
T6	Can perform simple repeated rhythms and melodies while keeping to a steady pulse;	Can compose short musical ideas using some of the elements of music.	Can recognize and describe simple contrasts of dynamics and tempo.

