

# Music - Key Stage 3 Level Descriptors

	<b>Assessment Foci 1 - Understanding the nature of music</b> <b>Through performing, composing and listening to their own and others' music pupils:</b>	<b>AF2 - Communicating through creative music-making</b> <b>Demonstrating musically through performing, composing and listening pupils:</b>	<b>AF3 - Evaluating and informing practice</b> <b>Through performing, composing and listening to music, pupils:</b>
<b>Level 8</b>	<ul style="list-style-type: none"> <li>Discriminate between and analyse the characteristics and expressive potential of a range of musical resources</li> <li>Make connections across a range of styles, genres and traditions</li> <li>Make cross-cultural references across a range of styles, genres and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Create performance and compositions that have musical direction and shape</li> <li>Use and challenge musical conventions to achieve original outcomes that fulfill desired outcomes</li> <li>Organize and deploy resources confidently within the extended performances or compositions</li> </ul>	<ul style="list-style-type: none"> <li>Use their understanding of a wide range of others' work to develop their own performances and compositions</li> <li>Review, analyse and assess strengths and potential for improvements in their own and others' work, using a variety of critical approaches</li> </ul>
<b>Level 7</b>	<ul style="list-style-type: none"> <li>Compare the different characteristics of a range of styles, genres and traditions</li> <li>Explore the different characteristics of a range of styles, genres and traditions</li> <li>Compare and explore how and why specific styles, genres and traditions change over time</li> </ul>	<ul style="list-style-type: none"> <li>Perform stylistically, reflecting on the character of the music</li> <li>Draw on internalized sound to manipulate musical ideas and make use of relevant notations</li> <li>Produce coherent, varied compositions that explore musical conventions and characteristics in a range of styles</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the use of musical conventions and how different contexts are reflected in their own and others' music</li> <li>Make critical judgements when refining and discarding their own ideas</li> <li>Evaluate their own and others' music and suggest appropriate refinements</li> </ul>
<b>Level 6</b>	<ul style="list-style-type: none"> <li>Identify how and why music is created in different ways in a range of styles, genres and traditions</li> <li>Identify how and why music is realized in different ways in a range of styles, genres and traditions</li> <li>Identify and explore how music reflects different cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Make subtle adjustments to fit their own part within a group performance to improve the overall quality</li> <li>Develop and sustain musical ideas when improvising and creating music to achieve intended outcomes</li> <li>Choose and use appropriate ways of creating and realizing music in different styles genres and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the impacts of different styles genres and traditions in their own and others' work</li> <li>Analyse and explain how pieces of music reflect their contexts and origins</li> <li>Improve their own and others' work in relation to it's intended purposes and functions</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>Identify and explore how and why musical devices are used in a range of music</li> <li>Identify and explore how venue, occasion and purpose affect the way music is performed and heard</li> <li>Identify and explore how venue, occasion and purpose affect the way music is created</li> </ul>	<ul style="list-style-type: none"> <li>Make a significant contribution when improvising and performing in an ensemble, including as a class group</li> <li>Take different roles within performing and composing activities</li> <li>Compose music for a specific purpose making use of appropriate musical devices</li> </ul>	<ul style="list-style-type: none"> <li>Justify the musical devices selected to convey ideas in their own and others' work</li> <li>Identify and evaluate the use of musical devices in context</li> <li>Refine and improve their work, taking account of venue, occasion and purpose</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Show how musical ideas relate to each other within musical structures</li> <li>Show how different parts fit together</li> <li>Show how music reflects intention</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play music in parts with a sense of ensemble</li> <li>Develop melodic and rhythmic ideas within musical structures</li> <li>Perform from ear and from simple notations</li> </ul>	<ul style="list-style-type: none"> <li>Explain how different elements have been combined to achieve intentions</li> <li>Evaluate how well their composing and performing intentions have been achieved</li> <li>Suggest appropriate improvements to their work</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Show how sounds are combined</li> <li>Show how sounds can be used expressively</li> <li>Show how to use sound to create an intended effect</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune with expression</li> <li>Perform simple parts with awareness of the combined effect</li> <li>Structure and layer sounds to create intended effects</li> </ul>	<ul style="list-style-type: none"> <li>Identify the effects achieved when the musical elements are combined</li> <li>Improve their work taking account of intended effects</li> </ul>

# Music - Key Stage 4 Grade Descriptors

	Assessment Foci 1 - Performing	AF2 - Composing
<b>Grade A*</b>	A secure performance in terms of pitch (including intonation, where appropriate) and rhythm. A committed, assured, convincing and well-projected performance. The candidate shows a mature understanding of both period and style. The tempo is appropriate and mastery of the techniques demanded by the music is evident.	The composition is musically stimulating, interesting and satisfying. The candidate demonstrates the successful and imaginative creation of musical ideas in relation to the areas of study selected. There is a sense of completeness in the music and there is evidence of development of the musical ideas.
<b>Grade A</b>	Occasional slips not affecting the fluency of the performance The candidate demonstrates a high level of involvement in the music. The music is likely to be complex and demanding. The candidate observes the composer's expressive and performance directions. The music is likely to be complex and demanding.	The score is accurate and contains detailed performance directions appropriate to the chosen style of the music. Writing for instruments, voices and sound sources is idiomatic. The composition is largely effective.
<b>Grade B</b>	A reasonably secure performance in terms of pitch (including intonation, where appropriate) and rhythm., A performance which demonstrates a generally assured level of commitment and an overall sense of conviction in the performance. Towards the lower end, The performance has style and tempo appropriate to the music for the most part. the majority of the composer's expressive and performance directions are observed, although less so as marks are reduced.	The candidate demonstrates some understanding of the musical ideas in relation to the areas of study selected. There is a competent handling of the musical ideas. Writing for instruments, voices and sound sources demonstrates some understanding of the techniques required. The score shows some accuracy but may contain some omissions and/or inaccuracies.
<b>Grade C</b>	Slips and/or inaccuracies tend to compromise the overall flow The performance lacks some conviction and commitment on occasions. There is a sense of the character of the music. In general, the techniques demanded by the music are met, though with increasing loss of integrity	The composition is partially effective. The candidate demonstrates limited understanding of the musical ideas in relation to the areas of study selected. There are some limitations in the handling of the musical ideas.
<b>Grade D</b>	A performance inhibited by slips/inaccuracies/miscalculations of pitch (including intonation, where appropriate) and rhythm. Fluency is poor., the outline of the music is appreciable to the listener limited conviction and the candidate may fail to impose him/herself upon the performance. Towards the lower end of this band, There is limited sensitivity to the interpretative demands of the music.	The score shows some musical ideas clearly. Writing for instruments, voices and sound sources may present inconsistencies in their deployment. The composition works but at a basic level.
<b>Grade E</b>	A performance inhibited by slips/inaccuracies/miscalculations of pitch (including intonation, where appropriate) and rhythm. the performance may be an anxious experience for both the candidate and the listener. there is only rudimentary sensitivity to the interpretative demands of the music	The candidate demonstrates a basic understanding of the musical ideas presented in relation to the areas of study selected. There may be some incoherence in the handling of musical ideas. Writing for instruments, voices and sound sources appears simplistic and may lack finish.
<b>Grade F</b>	A performance inhibited by many slips/inaccuracies/miscalculations of pitch (including intonation, where appropriate) and rhythm. The music is likely to be simple and undemanding. Fluency is poor the music may be barely recognisable.	The score shows inconsistencies and is not accurately presented. The composition is very rudimentary. The candidate demonstrates a rudimentary understanding of the ideas in relation to the areas of study.
<b>Grade G</b>	Technical demands may compromise the tempo. There is little or no application of the composer's expressive and performance directions The music is likely to be very simple and undemanding.	Musical ideas lack coherence and may appear incomplete. Writing for instruments, voices and sound sources lacks understanding. The score is inaccurate and incomplete.