

Music Mastery Statements

Performing:

Mastering

Exceptional ability to demonstrate technical control, with excellent accuracy (pitch, rhythm, intonation) and fluency. Music is performed with barely any noticeable mistakes. A student will demonstrate expression and interpretation confidently with a consistent sense of style and attention to detail across different genres of music.

Extending

Highly developed ability to demonstrate technical control, with high levels of accuracy (pitch, rhythm, intonation) and fluency. Very few noticeable mistakes. Students will also be able to demonstrate expression and interpretation, with a highly developed, secure sense of style and attention to detail. A brief lack of sensitivity towards the expressive and interpretative demands of the music may be evident during some performances.

Securing

Secure ability to demonstrate technical control, with moderate accuracy (pitch, rhythm, intonation) and fluency. Small mistakes may interfere with the performance occasionally. Students will also demonstrate expression and interpretation, with a moderately secure sense of style and attention to detail. On occasion, a lack of sensitivity towards the expressive and interpretative demands of the music will inhibit its character.

Developing

Moderate ability to demonstrate technical control, with limited accuracy (pitch, rhythm, intonation) and fluency. The outline of the music is still heard, but mistakes may inhibit its fluency. Students will also demonstrate a moderate level of expression and interpretation, with a basic sense of style and attention to detail. Some limitations in sensitivity towards the expressive and interpretative demands of the music will result in a performance which has a limited sense of character.

Emerging

Limited ability to demonstrate technical control, with minimal accuracy (pitch, rhythm, intonation) and fluency. The basic outline of the music will be hard to make out. Students will also demonstrate expression and interpretation with a basic sense of style, with minimal attention to detail. Some performances will lack any real character appropriate to their context.

Composing:

(Based on students' use of the following elements of music; rhythm, metre, texture, melody, structure and form, harmony, tonality, timbre, dynamics, phrasing, articulation.)

Mastering

Selection and use of elements is exceptionally creative and effective, demonstrating a sophisticated understanding of composition. The selection and use of elements is exceptionally perceptive and insightful: entirely appropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds finished with excellent technical and expressive control throughout.

Extending

Selection and use of elements is highly creative and effective, demonstrating a coherent understanding of composition. The selection and use of these elements is highly perceptive and insightful: clearly appropriate to the intentions for the music, including the suggested audience/occasion. The composition requires very little more to sound finished, with consistent technical and expressive control throughout.

Securing

Selection and use of elements shows secure creativity and effectiveness, demonstrating a sound understanding of composition. The selection and use of these elements shows secure perception and insight: almost always appropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds mostly finished, but with some further work required: technical and expressive control is not always consistent.

Developing

Selection and use of elements is moderately creative and effective, demonstrating a moderate understanding of composition. The selection and use of these elements is moderately perceptive and insightful: largely appropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds mostly finished, but with some further work required: occasionally lacks coherence, technical and expressive control is limited and not always consistent.

Emerging

Selection and use of elements shows limited creativity and effectiveness, demonstrating a basic understanding of composition. The selection and use of these elements shows limited perception and insight: sometimes inappropriate to the intentions for the music, including the suggested audience/occasion. The composition sounds unfinished: often lacking coherence, basic and infrequent technical and expressive control.

Listening and Understanding:

Based on students' responses during class discussion, listening activities and tests.

Mastering

Students will demonstrate, through aural identification, **accurate** knowledge of a **wide range** of musical elements, contexts and language. They will evaluate music to make **convincing** judgements using musical terminology **accurately and effectively**.

Extending

Students will demonstrate, through aural identification, **accurate** knowledge of a **range of** musical elements, contexts and language. They will evaluate music to make **secure judgements** using musical terminology **accurately**.

Securing

Students will demonstrate, through aural identification, **mostly accurate** knowledge of a range of musical elements, contexts and language. They will evaluate music to make **clear judgements** using musical terminology **appropriately**.

Developing

Students will demonstrate, through aural identification, **mostly accurate knowledge of some** musical elements, contexts and language. They will evaluate music to make **some judgements, sometimes using appropriate musical terminology**.

Emerging

Students will demonstrate, through aural identification, **a limited knowledge** of musical elements, contexts and language evaluate music to produce **some simple reflections with inconsistent use of musical terminology**