

KS3 Assessment at Braunton Academy

Music Year 7

Grade	Students at this grade will typically show the following by the end of Year 7 in Music
Showing Mastery	Greater Depth plus..... • Develop melodies through use of harmony and/or counter-melody • Perform a piece of music with an instrument with accuracy, fluency and confidence • Perform a piece with expression • Perform a piece as part of an ensemble demonstrating an ability to adapt to others • Demonstrate a consistent and mature focus throughout practice • Interpret appropriate notation independently • Consistently identify, describe and explain the musical elements and stylistic conventions using complex terminology • Make appropriate connections between the musical elements and mood • Make considered judgements / comparisons between pieces of music linked to the relevant style(s) • Reflect, respond and/or provide feedback to make considered improvements to own work and that of others • Select and manipulate appropriate software instruments for a given style • Demonstrate ability to use a Digital Audio Workstation (DAW) functions and techniques (e.g. automation, quantisation etc.) • Explore effects within a Digital Audio Workstation (DAW)
Working at Greater Depth	• Compose with primary and secondary chords / harmony using different inversions • Compose/Improvise a simple melody with coherence • Compose with an appropriate stylistic awareness • Compose with an appropriate understanding of layers of texture • Experiment with different harmonic rhythms • Compose with appropriate understanding and application of structure • Perform a piece of music with an instrument with accuracy, fluency and confidence • Perform a piece with some expression • Perform a piece as part of an ensemble demonstrating an awareness of others • Maintain focus throughout practice • Begin to use appropriate notation with some guidance/support • Identify and describe the musical elements using the more complex terminology (e.g. rhythm, harmony, timbre/sonority etc.) • Make connections between the musical elements and mood • Use knowledge of above to make judgements and provide appropriate feedback in response to a piece of music • Make considered comparisons between pieces of music • Reflect and/or respond to feedback to make considered improvements to work • Select and manipulate appropriate software instruments for a given style • Demonstrate ability to use a DAW functions and techniques (e.g. automation, quantisation etc.) • Explore effects within a Digital Audio Workstation (DAW)
Working at Expected Standard	• Compose with primary and secondary chords / harmony • Compose/Improvise a simple, balanced melody • Compose with some stylistic awareness • Compose with some understanding of layers of texture • Compose with some understanding and application of basic structure

	- Perform a simple piece of music with an instrument with accuracy and fluency - Perform a simple piece with beginnings of expression - Perform a simple piece as part of an ensemble demonstrating some awareness of others - Largely maintain focus throughout practice - Use appropriate notation with guidance/support - Identify the musical elements using basic terminology (e.g. tempo, pitch, dynamics, texture, instrumentation, melody etc.) - Make some connections between the musical elements and mood - Use knowledge above to make simple judgements and provide feedback in response to a piece of music - Make simple comparisons between pieces of music - Reflect and/or respond to feedback to make some improvements to their work - Select appropriate software instruments for a given style - Demonstrate ability to use the basic functions and techniques (e.g. import loops, record and edit MIDI's etc.) with support when using a Digital Audio Workstation (DAW)
Working Towards Expected Standard	- Compose from a choice of given primary chords / harmony - Compose/Improvise a simple melody using a given set of notes - Compose with basic understanding of layers of texture - Compose with some understanding of, and attempt at, basic structure - Perform a simple piece of music with an instrument with interruptions to fluency - Perform a simple piece as part of an ensemble, demonstrating with some success - Able to maintain focus throughout practice with appropriate guidance - Awareness of musical notation - Identify the musical elements using basic terminology with some inconsistencies - Make simple connections between the musical elements and mood - Use knowledge above to give an opinion and provide feedback in response to a piece of music - Make simple comparisons between pieces of music - Understand and use the basic functionality of a DAW with appropriate support

Music Year 8

Grade	Students at this grade will typically show the following by the end of Year 8 in Music
Showing Mastery	Greater Depth plus... - Use of seventh chords in compositions - Compose with a consideration of different metres - Perform a more complex piece of music with an instrument with accuracy, fluency and confidence - Perform a more complex piece with expression and stylistic qualities - Take the lead in a performance within an ensemble of a more complex part demonstrating an ability to direct others - Demonstrate a consistent and mature focus throughout practice - Interpret appropriate notation independently - Communicate in detail the musical elements and stylistic conventions using complex terminology - Make sophisticated connections between the musical elements and mood across a range of styles - Make more complex judgements / comparisons between pieces of music linked to the relevant style(s)

	• Reflect, respond and/or provide detailed feedback to enable considered improvements to own work and that of others • Record audio through line-in or microphone • Begin to add appropriate effects • Awareness of advanced production techniques (such as use of automation of various parameters, panning, EQ) when using a DAW
Working at Greater Depth	• Compose/Improvise with primary and secondary chords / harmony using inversions in a more advanced key signature • Develop initial ideas through the manipulation of the musical elements (e.g. with non-diatonic notes, complex textures, different harmonic rhythms, idiomatic choice of instrument, more complex structures etc.) • Compose with a secure and consistent stylistic awareness • Perform a piece of music with an instrument with accuracy, fluency and confidence • Perform a piece with expression • Perform a piece as part of an ensemble demonstrating an ability to adapt to others • Demonstrate a consistent focus throughout practice • Interpret appropriate notation with support/guidance • Consistently identify, describe and explain the musical elements and stylistic conventions using complex terminology • Make appropriate connections between the musical elements and mood • Make considered judgements / comparisons between pieces of music linked to the relevant style(s) • Reflect, respond and/or provide feedback to enable considered improvements to own work and that of others • Understand the different types of tracks within a DAW and set them up as appropriate • Select and manipulate appropriate software instruments for a range of styles • Demonstrate a deeper understanding of a DAW functions and techniques (e.g. amend velocity, quantisation etc.) • Well organised structures and textures • Complete a balanced mix through changing the volume of tracks in the mixing window of a DAW and/or the use of automation
Working at Expected Standard	• Compose with primary chords / harmony • Compose/Improvise a simple, balanced melody • Compose with basic stylistic awareness • Compose with basic understanding of layers of texture • Compose with some understanding and application of basic structure • Perform a simple piece of music with an instrument with accuracy and fluency • Perform a simple piece with beginnings of expression • Perform a simple piece as part of an ensemble demonstrating some awareness of others • Largely maintain focus throughout practice with appropriate guidance • Use appropriate notation with guidance/support • Identify the musical elements using basic terminology (e.g. tempo, pitch, dynamics, texture, instrumentation, melody etc.) • Use knowledge above to make basic judgements and provide feedback in response to a piece of music • Make simple comparisons between pieces of music • Reflect and/or respond to feedback to make some improvements to their work • Select appropriate software instruments for a given style • Demonstrate ability to use the basic functions and techniques (e.g. import loops, record and edit MIDI's etc.) when using a DAW
Working Towards	• Compose with primary chords / harmony • Compose/Improvise a simple, balanced melody • Compose with basic stylistic awareness • Compose with basic understanding of layers of texture

Expected Standard	• Compose with some understanding and application of basic structure • Perform a simple piece of music with an instrument with accuracy and fluency • Perform a simple piece with beginnings of expression • Perform a simple piece as part of an ensemble demonstrating some awareness of others • Largely maintain focus throughout practice with appropriate guidance • Use appropriate notation with guidance/support • Identify the musical elements using basic terminology (e.g. tempo, pitch, dynamics, texture, instrumentation, melody etc.) • Use knowledge above to make basic judgements and provide feedback in response to a piece of music • Make simple comparisons between pieces of music • Reflect and/or respond to feedback to make some improvements to their work • Select appropriate software instruments for a given style • Demonstrate ability to use the basic functions and techniques (e.g. import loops, record and edit MIDI's etc.) with support when using a DAW
--------------------------	---

Music Year 9

Grade	Students at this grade will typically show the following by the end of Year 9 in Music
Showing Mastery	Greater Depth plus... • Successful manipulation of the musical elements (e.g. organised and balanced structure, complex and contrasting textures, complex/intricate harmonies etc.) • Compose with modulation to related keys • Compose with a consideration of different metres • Compose with convincing stylistic awareness and intent • Perform a complex piece of music with an instrument with accuracy, fluency and confidence • Perform a complex piece with expression and stylistic qualities • Take the lead in a performance within an ensemble, performing a complex part while demonstrating an ability to direct others • Demonstrate a consistent and mature focus throughout practice • Interpret appropriate notation independently • Consistently communicate in detail the musical elements and stylistic conventions using complex terminology • Consistently make sophisticated connections between the musical elements and mood across a range of styles • Consistently make more complex judgements / comparisons between pieces of music linked to the relevant style(s) • Consistently reflect, respond and/or provide detailed feedback to enable considered improvements to own work and that of others • Consistently apply appropriate effects
Working at Greater Depth	• Sophisticated creation of chord sequences (e.g. use of seventh chords, extended chords and inversions, harmonic rhythms etc.) with the use of a more advanced key signature • Compose with a secure and consistent stylistic awareness in more challenging genres • Perform a more complex piece of music with an instrument with accuracy, fluency and confidence • Perform a more complex piece with expression and stylistic qualities • Perform a more complex part within an ensemble, demonstrating empathy and an ability to adapt to other performers • Demonstrate a consistent and mature focus throughout practice • Interpret appropriate notation independently

	- Communicate the musical elements and stylistic conventions using some complex terminology - Make informed connections between the musical elements and mood across a range of styles - Make more complex judgements / comparisons between pieces of music linked to the relevant style(s) - Reflect, respond and/or provide detailed feedback to enable considered improvements to own work and that of others - Understand the different types of tracks within DAW and set them up as appropriate - Record audio through line-in or microphone - Begin to add appropriate effects
Working at Expected Standard	- Compose/Improvise/Experiment with chords / harmony using inversions - Develop initial ideas through the manipulation of the musical elements (e.g. with non-diatonic notes, complex textures, different harmonic rhythms, idiomatic choice of instrument, more complex structures etc.) - Compose with a stylistic awareness - Perform a piece of music with an instrument with accuracy, fluency and confidence - Perform a piece with expression - Perform a piece as part of an ensemble demonstrating an ability to adapt to others - Demonstrate largely consistent focus throughout practice - Interpret appropriate notation with support/guidance - Identify, describe and explain the key musical elements and stylistic conventions using terminology - Make appropriate connections between the musical elements and mood - Make considered judgements / comparisons between pieces of music linked to the relevant style(s) - Reflect, respond and/or provide feedback to enable considered improvements to own work and that of others - Select and manipulate appropriate software instruments for a range of styles - Consistently apply DAW functions and techniques (e.g. amend velocity, quantisation, sampling and manipulation etc.)
Working Towards Expected Standard	- Compose/improvise with primary chords / harmony - Compose/Improvise a simple, balanced melody - Compose with some stylistic awareness - Compose with some understanding of layers of texture - Compose with some understanding and application of structure - Perform a piece of music with an instrument with accuracy and fluency - Perform a piece with developing expression - Perform a piece as part of an ensemble demonstrating an awareness of others - Demonstrate largely consistent focus throughout practice with guidance - Begin to use appropriate notation with some guidance/support - Identify and describe the basic musical elements using some terminology - Start to make connections between the musical elements and mood - Use knowledge of above to make basic judgements and provide appropriate feedback in response to a piece of music - Make comparisons between pieces of music - Reflect and/or respond to feedback to enable improvements to work - Select appropriate software instruments for a given style - Demonstrate ability to use a DAW functions and techniques (e.g. piano roll, step input and arrange window etc.) with support