



KS4 ASSESSMENT

MUSIC

BRAMHALL HIGH SCHOOL

YEAR 10

Score		Knowledge and Understanding
<p data-bbox="140 436 405 533">7/8/9</p> <p data-bbox="108 584 437 685">Well above expected level for a Year 10 student</p> <p data-bbox="118 725 427 813">(8 and 9 will only be awarded for exceptional performance)</p>	<p data-bbox="464 436 647 510">A/A*</p>	<ul data-bbox="722 436 1481 1518" style="list-style-type: none"> • Apart from very few occasional slips I can perform grade 3+ standard pieces with high levels of accuracy in terms of rhythm and pitch, maintaining an appropriate tempo and I follow nearly all of the performance directions. My performances are generally well projected, expressive, well balanced with other musical parts and are largely effective in communicating to audiences. • I can make evaluative and critical judgements of my own and others' music in general terms with only minor inaccuracies in terms of use of subject terminology, grammar, punctuation and spelling. I can structure my writing well with paragraphs, introductions and summaries. • I can compose music with effective melodies and chord progressions that are developed throughout my pieces using carefully selected instruments and implementing complete and coherent structures. • I can demonstrate and apply good levels of musical knowledge when listening to and appraising music in nearly all areas including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p data-bbox="244 1541 304 1621">6</p> <p data-bbox="140 1680 405 1780">Above expected level for a Year 10 student</p>	<p data-bbox="469 1541 523 1599">B</p>	<ul data-bbox="722 1532 1449 1910" style="list-style-type: none"> • Apart from occasional slips I can perform grade 3+ standard pieces with good levels of accuracy in terms of rhythm and pitch, maintaining an appropriate tempo for the majority of the music and I follow most of the performance directions. My performances are quite well projected, expressive, well balanced with other musical parts and largely effective in communicating to audiences.

		<ul style="list-style-type: none"> • I can make evaluative and critical judgements of my own and others' music in general terms with generally accurate use of subject terminology, grammar, punctuation and spelling. • I can compose music with generally effective melodies and chord progressions that show some development throughout my pieces using carefully selected instruments and implementing complete structures. • I can demonstrate and apply satisfactory levels of musical knowledge when listening to and appraising music in most areas including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">5</p> <p style="text-align: center;">Expected level for a Year 10 student</p>	<p style="text-align: center;">C</p>	<ul style="list-style-type: none"> • My performances are becoming more accurate to a score/lead sheet/original version in terms of rhythm, pitch, and tempo and I am starting to follow performance directions. I am beginning to understand how to make my performances project and communicate well to an audience and I try to balance my part with other musical parts. • I can evaluate my own and others' music in general terms with some appropriate use of subject terminology and reasonable accuracy in terms of grammar, punctuation and spelling so that I make useful judgements and my work consistently make sense. • I can compose music with simplistic melodies and chord progressions that are partially developed throughout my pieces using some instruments that go together well and I have started to structure my music. • I can demonstrate and apply some musical knowledge when listening to and appraising music in some areas including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.

<p style="text-align: center;">4</p> <p style="text-align: center;">Approaching the expected level for a Year 10 student</p>	<p style="text-align: center;">D</p>	<ul style="list-style-type: none"> • My performances are successful (at least to some extent) in terms of rhythm, pitch, and tempo and have a sense of wholeness and I am beginning to understand the importance of making performances project and communicate well to an audience and my part fits well with other musical parts. • I can evaluate my own and others' music in general terms and attempt to use of subject terminology whenever I can. In terms of grammar, punctuation and spelling my writing is mostly accurate and always makes sense. • I can compose music with simplistic melodies and chord progressions that fit well together. • I can demonstrate that I have some musical knowledge when listening to and appraising music in a few areas that may include melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">3</p> <p style="text-align: center;">Working towards the expected level for a Year 10 student</p>	<p style="text-align: center;">E</p>	<ul style="list-style-type: none"> • My performances have an appropriate sense of pulse, a clear sense of pitch/key and they fit with other musical parts. • I can write evaluative sentences of music and my writing is mostly accurate in terms of grammar, punctuation and spelling. • I can create melodies and chord progressions. • I can demonstrate that I have some musical knowledge when listening to and appraising music in a couple of areas of the course that may include melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.

<p style="text-align: center;">2</p> <p style="text-align: center;">Working towards the expected level for a Year 10 student</p>	F	<ul style="list-style-type: none"> • My performances have a steady pulse and they fit with other musical parts. • I can write evaluative sentences of music. • I know what chord sequences are and can play them and I can improvise short melodic phrases over them. • I can explain the meanings of subject terminology in a few areas of the course including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">1</p> <p style="text-align: center;">Working towards the expected level for a Year 10 student</p>	G	<ul style="list-style-type: none"> • My performances have some sense of pulse and they fit with other musical parts for the majority of the piece. • I can write sentences about music I hear. • I know what chords are and can play them and I can compose and play 1 bar rhythms. • I can explain the meanings of subject terminology in a couple of different areas of the course including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.

YEAR 11

Score		Knowledge and Understanding
<p style="font-size: 2em; font-weight: bold; text-align: center;">7/8/9</p> <p style="text-align: center;">Well above expected level for a Year 11 student</p> <p style="text-align: center;">(8 and 9 will only be awarded for exceptional performance)</p>	<p style="font-size: 2em; font-weight: bold;">A/A*</p>	<ul style="list-style-type: none"> • I can perform grade 3+ standard pieces with outstandingly high levels of accuracy in terms of rhythm and pitch, maintaining an appropriate tempo and following performance directions throughout the piece. My performances are extremely well projected, expressive, well balanced with other musical parts and very effectively communicated to audiences. • I can make evaluative and critical judgements of my own and others' music in lots of detail with great presentation and accuracy in terms of use of subject terminology, grammar, punctuation and spelling. I can structure my writing extremely effectively with paragraphs, introductions and summaries. • I can compose music with highly effective melodies and chord progressions that are skilfully developed throughout my pieces using carefully selected instruments and implementing fully coherent structures. • I can demonstrate and apply outstanding levels of musical knowledge when listening to and appraising music in all areas of the course including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="font-size: 3em; font-weight: bold; text-align: center;">6</p> <p style="text-align: center;">Above expected level for a Year 11 student</p>	<p style="font-size: 2em; font-weight: bold;">B</p>	<ul style="list-style-type: none"> • Apart from very few occasional slips I can perform grade 3+ standard pieces with high levels of accuracy in terms of rhythm and pitch, maintaining an appropriate tempo and I follow nearly all of the performance directions. My performances are generally well projected, expressive, well balanced with other musical parts and are largely effective in communicating to audiences.

		<ul style="list-style-type: none"> • I can make evaluative and critical judgements of my own and others' music in general terms with only minor inaccuracies in terms of use of subject terminology, grammar, punctuation and spelling. I can structure my writing well with paragraphs, introductions and summaries. • I can compose music with effective melodies and chord progressions that are developed throughout my pieces using carefully selected instruments and implementing complete and coherent structures. • I can demonstrate and apply good levels of musical knowledge when listening to and appraising music in nearly all areas including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">5</p> <p style="text-align: center;">Expected level for a Year 11 student</p>	<p>C</p>	<ul style="list-style-type: none"> • Apart from occasional slips I can perform grade 3+ standard pieces with good levels of accuracy in terms of rhythm and pitch, maintaining an appropriate tempo for the majority of the music and I follow most of the performance directions. My performances are quite well projected, expressive, well balanced with other musical parts and largely effective in communicating to audiences. • I can make evaluative and critical judgements of my own and others' music in general terms with generally accurate use of subject terminology, grammar, punctuation and spelling. • I can compose music with generally effective melodies and chord progressions that show some development throughout my pieces using carefully selected instruments and implementing complete structures.

		<ul style="list-style-type: none"> I can demonstrate and apply satisfactory levels of musical knowledge when listening to and appraising music in most areas including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">4</p> <p style="text-align: center;">Approaching the expected level for a Year 11 student</p>	<p>D</p>	<ul style="list-style-type: none"> My performances are becoming more accurate to a score/lead sheet/original version in terms of rhythm, pitch, and tempo and I am starting to follow performance directions. I am beginning to understand how to make my performances project and communicate well to an audience and I try to balance my part with other musical parts. I can evaluate my own and others' music in general terms with some appropriate use of subject terminology and reasonable accuracy in terms of grammar, punctuation and spelling so that I make useful judgements and my work consistently make sense. I can compose music with simplistic melodies and chord progressions that are partially developed throughout my pieces using some instruments that go together well and I have started to structure my music. I can demonstrate and apply some musical knowledge when listening to and appraising music in some areas including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">3</p> <p style="text-align: center;">Working towards the expected level for a Year 11 student</p>	<p>E</p>	<ul style="list-style-type: none"> My performances are successful (at least to some extent) in terms of rhythm, pitch, and tempo and have a sense of wholeness and I am beginning to understand the importance of making performances project and communicate well to an audience and my part fits well with other musical parts.

		<ul style="list-style-type: none"> • I can evaluate my own and others' music in general terms and attempt to use of subject terminology whenever I can. In terms of grammar, punctuation and spelling my writing is mostly accurate and always makes sense. • I can compose music with simplistic melodies and chord progressions that fit well together. • I can demonstrate that I have some musical knowledge when listening to and appraising music in a few areas that may include melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">2</p> <p style="text-align: center;">Working towards the expected level for a Year 11 student</p>	F	<ul style="list-style-type: none"> • My performances have an appropriate sense of pulse, a clear sense of pitch/key and they fit with other musical parts. • I can write evaluative sentences of music and my writing is mostly accurate in terms of grammar, punctuation and spelling. • I can create melodies and chord progressions. • I can demonstrate that I have some musical knowledge when listening to and appraising music in a couple of areas of the course that may include melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.
<p style="text-align: center;">1</p> <p style="text-align: center;">Working towards the expected level for a Year 11 student</p>	G	<ul style="list-style-type: none"> • My performances have a steady pulse and they fit with other musical parts. • I can write evaluative sentences of music. • I know what chord sequences are and can play them and I can improvise short melodic phrases over them. • I can explain the meanings of subject terminology in a few areas of the course including melody, harmony, tonality, form and structure, dynamics, timbre, texture, tempo, rhythm and metre.