Year 9: Assessment statements Subject: Music



	Curriculum strand 1 – Performing	Curriculum strand 2 – Creating	Curriculum strand 3 – Listening and
	Music	Music	Appraising
Mastering	A highly developed ability to perform an	A highly developed ability to compose a	A highly developed ability to analyse, using
	individual part with an excellent understanding	range of creative melodic or rhythmic ideas	justification, how musical features/elements
(Indicative of student who will	and accuracy of musical elements.	using a variety of techniques, musical	express qualities such as character, place,
•	Performances feel finalised, assured,	elements and a strong sense of intention.	emotion and atmosphere in a piece of music.
go on to achieve a grade 7-9 at	confident, show a highly developed sense of	An excellent ability to compose work using	Shows a mature and inquisitive contextual
GCSE, if they continue to	musicality and show an excellent awareness	music technology. An excellent ability to	understanding and the impact of this on music.
progress as they are).	of different aspects such as structure,	compose to a set brief with an assured	A strong ability to explain key stylistic features of
	communication, listening and timing.	awareness of the intended outcome.	music from a range of genres.
Advancing	An emerging confidence to perform an	An emerging confidence to compose a	An emerging confidence to analyse, using
7 14 7 41 1511 19	individual part with a strong understanding	range of creative melodic or rhythmic ideas	justification, how musical features/elements
(Indicative of student who will	and accuracy of musical elements.	using a variety of techniques, musical	express qualities such as character, place,
· ·	Performances feel finalised, assured,	elements and a strong sense of intention.	emotion and atmosphere in a piece of music.
go on to achieve a grade 5-6 at	confident, show a good sense of musicality	A good ability to compose work using	Shows a mature contextual understanding and
GCSE, if they continue to	and show a strong awareness of different	music technology. A good ability to	the impact of this on music. A competent ability
progress as they are).	aspects such as structure, communication,	compose to a set brief with clear	to explain key stylistic features of music from a
	listening and timing.	awareness of the intended outcome.	range of genres.
Securing	An emerging competence to perform an	An emerging competence to compose a	An emerging competence to explain in detail
g	individual part with a convincing	range of interesting melodic or rhythmic	(giving an example) how musical
(Indicative of student who will	understanding and accuracy of musical	ideas using a variety of techniques musical	features/elements express qualities such as
1 .	elements. Performances feel finalised with	elements and a clear sense of intention. A	character, place, emotion and atmosphere in a
go on to achieve a grade 3-4 at	confidence and show an assured awareness	secure ability to compose work using music	piece of music. Shows a secure contextual
GCSE, if they continue to	of different aspects such as structure,	technology. A secure ability to compose to	understanding and the impact of this on music.
progress as they are).	communication, listening and timing.	a set brief, with awareness of the intended	A secure ability to describe key stylistic features
		outcome.	of music from a range of genres.
Foundation	A satisfactory ability to perform an individual	A satisfactory ability to compose a range of	A satisfactory ability to explain how musical
	part with a secure understanding and	interesting melodic or rhythmic ideas using	features/elements express qualities such as
(Indicative of student who will	accuracy of musical elements. Performances	some techniques, musical elements and a	character, place, emotion and atmosphere in a
1 .	feel finalised and show a clear awareness of	sense of intention. A basic ability to	piece of music. Shows a contextual
go on to achieve a grade 1-2 at	different aspects such as structure,	compose work using music technology. A	understanding and the impact of this on music.
GCSE, if they continue to	communication, listening and timing.	basic ability to compose to a set brief.	A basic ability to describe key stylistic features of
progress as they are).			music from a range of genres.