



Hillside High School

Wade Deacon Trust



KEY STAGE 3 Y7 - Y9



ASSESSMENT STEPS



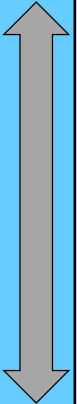
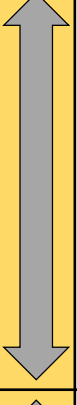
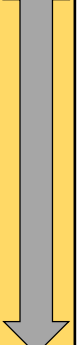
Music

“Excellence in the Heart of the Community”

Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 – What do students know and what can they do?

Key Stage 3 Descriptors	Music		
	Performing	Composing	Appraising
	<p align="center">Excelling</p> <p align="center">+ - ↑ ↓</p>	<p>Students can:</p> <ul style="list-style-type: none"> Discriminate and use a wide range of expressive techniques in performance. Perform extended compositions with a sense of shape and direction in overall form Explore high level, extended playing techniques post Grade 6, showing an exceptional level of instrumental or vocal competency. Successfully communicate one's own interpretation of a piece. 	<p>Students can:</p> <ul style="list-style-type: none"> Compose extended compositions with a sense of direction and shape in overall form. Explore extended compositional techniques such as sequences, inversion. Can compose successfully pieces exploring a variety of genres.
<p align="center">Mastering</p> <p align="center">+ - ↑ ↓</p>	<p>Students can:</p> <ul style="list-style-type: none"> Perform in different styles and genres. Perform confidently making subtle use of tempo, dynamics, phrasing and timbre. Demonstrate high levels of consistency when performing with excellent accuracy, control and fluency. Make suggestions as to the realisation of a score in performance. Make subtle changes to their performance to make their part fit within a group performance. 	<p>Students can:</p> <ul style="list-style-type: none"> Adapt, improvise, extend and discard musical ideas. Can compose pieces exploring a variety of genres and styles. Use compositional techniques to develop musical ideas. Use musical devices to achieve different effects. Use notation to plan, revise and refine work. 	<p>Students can:</p> <ul style="list-style-type: none"> Discriminate and explore how music works in different styles and traditions. Evaluate and make critical judgements about music using musical terminology effectively. Identify the use of musical concepts relevant to a given style.

Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 – What do students know and what can they do?

Key Stage 3 Descriptors	Music		
	Performing	Composition	Appraising
	<p align="center">+ Securing -</p> 	<p>Students can:</p> <ul style="list-style-type: none"> Perform substantial parts from memory and from notation with expression. Demonstrate good levels of consistency when performing with accuracy, control and fluency. Perform confidently making some use of tempo, dynamics, phrasing and timbre to affect the performance. . Be able to suggest improvements to their own and to other's performances. 	<p>Students can:</p> <ul style="list-style-type: none"> Use a range of notations to compose music. Compose music for different occasions. Compose music combining melody, rhythm, chordal accompaniment and structures.
<p align="center">+ Developing -</p> 	<p>Students can:</p> <ul style="list-style-type: none"> Perform simple parts from memory and from notation with confidence. Perform basic skills with some standard of accuracy, control and fluency. Perform making basic use of tempo, and dynamics to affect the performance. Recognise mistakes in their performance. 	<p>Students can:</p> <ul style="list-style-type: none"> Explore how sounds work together expressively. Compose music using melody and rhythm. Compose using simple structures to develop musical ideas. 	<p>Students can:</p> <ul style="list-style-type: none"> Describe what happens in a piece using a basic musical vocabulary. Identify & describe how effects have been created in a piece of music.
<p align="center">+ Emerging -</p> 	<p>Students can:</p> <ul style="list-style-type: none"> Perform very simple parts within a limited range of notes. Perform simple parts with limited accuracy and fluency. Demonstrate a limited ability to recognise mistakes in their performance. 	<p>Students can:</p> <ul style="list-style-type: none"> Explore how sounds can used together. Improvise short repeated patterns. Combine several layers of sound. 	<p>Students can:</p> <ul style="list-style-type: none"> Be able to comment on the use of dynamics in a musical performance. Identify effects that have been created in a piece of music.