

Key Stage 3 Subject Assessment Grid

Subject: **Music** Year: **8** Topic/module: **The Elements of Music**

KS4 target direction	4	6	8 (9)
Advanced	Enrichment/extension – reaching, or part of, next pathway	Enrichment/extension – reaching, or part of, next pathway	Enrichment/extension
Secure <i>Students must achieve competence in all statements before being judged ‘Secure’</i>	Secure The student can: <ul style="list-style-type: none"> Define the musical terms: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo and provide clear examples of each. Listen to a variety of songs performed by the Fisk Jubilee Singers and explain how they use the elements of music to create a particular atmosphere/effect in the music. Sing gospel songs in unison with the rest of the group and start to incorporate the elements of music when completing singing activities. Create a musical arrangement of a recorded poem using the loops function on Logic. 	Secure The student can: <ul style="list-style-type: none"> Define the musical terms: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo and provide clear examples of each using both the English and Italian terms. Listen to a variety of songs performed by the Fisk Jubilee Singers and explain how they use the elements of music to create a particular atmosphere/effect in the music, using full sentences. Sing gospel songs in unison with the rest of the group and start to incorporate the elements of music when completing singing activities. Create a musical arrangement of a recorded poem using the loops function on Logic, organising these to form a musical structure. 	Secure The student can: <ul style="list-style-type: none"> Define the musical terms: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo and provide clear examples of each using both the English and Italian terms. Listen to a variety of songs performed by the Fisk Jubilee Singers and explain how they use the elements of music to create a particular atmosphere/effect in the music, using full sentences. Sing gospel songs in unison and in harmony with the rest of the group and start to incorporate the elements of music when completing singing activities. Create a musical arrangement of a recorded poem incorporating the loops function on Logic and the pupils’ own composed music.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Significant gaps	Significant gaps	Significant gaps