

Key Stage 3 Subject Assessment Grid

Subject: **Music** Year: **8** Topic/module: **Film 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"> Listen to a range of film themes and identify the elements of music present, explaining how they have been used to create a particular atmosphere/effect. Define film music terms such as: motif, leitmotif, ostinato, and mickey-mousing. Create their own piece of film music to accompany a short trailer or cartoon clip, using loops provided on Logic to emphasise the action on screen. | Secure The student can: <ul style="list-style-type: none"> Listen to a range of film themes and identify the elements of music present in detail, explaining how they have been used to create a particular atmosphere/effect. Define and explain film music terms such as: motif, leitmotif, ostinato, and mickey-mousing. Create their own piece of film music to accompany a short trailer or cartoon clip, using a mixture of loops provided on Logic and their own composed music to emphasise the action on screen. | Secure The student can: <ul style="list-style-type: none"> Listen to a range of film themes and identify the elements of music present in detail, explaining how they have been used to create a particular atmosphere/effect and using high-level musical terminology. Define and explain film music terms such as: motif, leitmotif, ostinato, and mickey-mousing, incorporating these into their verbal and written answers. Create their own piece of film music to accompany a short trailer or cartoon clip, using a mixture of loops provided on Logic and their own composed music to emphasise the action on screen, including a moment of mickey-mousing. |
| 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 |