Key Stage 3 Subject Assessment Grid

Subject: Music   Year: 8   Unit: Elements of Music

KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: • Define the musical terms: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm and Texture • Listen to a piece of music and identify how these terms have been used. • Notice how varying the elements of music can completely change a musical performance.	Secure The student can: • Define the musical terms: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm and Texture and provide clear examples of each. • Listen to a piece of music and identify how these terms have been used to create a particular atmosphere/effect in the music. • Experiment with varying the elements of music to change up a musical performance.	Secure The student can: • Define the musical terms: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm and Texture and provide detailed examples of each using both the English and Italian terms. • Listen to a piece of music and explain in detail how these terms have been used to create a particular atmosphere/effect in the music. • Experiment with varying the elements of music in a sophisticated way to change up a musical performance.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid

Subject: Music   Year: 8   Unit: Jazz and Blues

KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: • Play the 12-bar blues chord pattern in C on the keyboards and chords C and F on the ukulele. • Play a bassline consisting of the root notes of each chord. • Experiment with a basic jazz improvisation using 3 notes of the blues scale.	Secure The student can: · Play the 12-bar blues chord pattern in C incorporating 7th chords on the keyboards and chords C, F and G on the ukulele. • Play a broken chord bassline consisting of the individual notes of the 7th chords. • Experiment with a basic jazz improvisation using the notes of the blues scale.	Secure The student can: • Play the 12-bar blues chord pattern in C on the keyboards using 7th chords and different rhythms and chords C, F and G on the ukulele. • Play the walking bassline to accompany the 12-bar blues. • Experiment with a more advanced jazz improvisation using the notes of the blues scale.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid

Subject: Music   Year: 8   Unit: Basslines

KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: • Understand how the Bass Clef is used as a form of musical notation and identify musical instruments and voices which use the Bass Clef. • Know a few examples of commonly used Bass Line Patterns and understand the importance of a Bass Line in terms of texture within a song or piece of music. • Play a couple of simple bass riffs on the keyboards.	Secure The student can: • Understand how the Bass Clef is used as a form of musical notation, identify musical instruments and voices which use the Bass Clef, and be able to read notes in the bass clef. • Know and understand the construction of commonly used Bass Line Patterns, and understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music. • Play a combination of more simple and advanced bass riffs on the keyboards.	Secure The student can: • Understand how the Bass Clef is used as a form of musical notation, identify musical instruments and voices which use the Bass Clef, and be able to confidently read notes in the bass clef. • Know and understand the construction of commonly used Bass Line Patterns, and be able to explain the role of a Bass Line in terms of texture and harmony within a song or piece of music. • Play a combination of more simple and advanced bass riffs on the keyboards and experiment creating their own.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid

Subject: Music   Year: 8   Unit: Soundtracks

KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
	Secure The student can: • 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.	Secure The student can: • 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.	Secure The student can: • 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.

To be assessed as secure, students must achieve competence in all statements.	• 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.	• 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.	• 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
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 8 Unit: Pop Songs			
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: • Understand the different textural and structural elements of a pop song. • Understand and use the different musical information given on a lead sheet to create a basic musical arrangement of a pop song, utilising chords and a melody. • Perform back a section of a pop song, taking on a particular role in the texture (such as the melody/bassline/chords/rhythmic line).	Secure The student can: · Understand and explain the different textural and structural elements of a popular song. · Understand and use the different musical information given on a lead sheet in creating a musical arrangement of a pop song, utilising chords, a melody and a rhythmic line. · Perform back the first verse and chorus of a pop song, taking on a particular role in the texture (such as the melody/bassline/chords/rhythmic line)	Secure The student can: · Understand and confidently explain the different textural and structural elements of a popular song. · Understand and use the different musical information given on a lead sheet in creating a musical arrangement of a pop song, utilising chords, a melody, a rhythmic line and a bassline. · Perform back an entire pop song, taking on a particular role in the texture (such as the melody/bassline/chords/rhythmic line).
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps