

Key Stage 3 Subject Assessment Grid			
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.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Define the musical terms: Pitch, Tempo, Dynamics, Duration, Texture, Timbre and Sonority, Articulation and Silence. Listen to a piece of music and identify how these terms have been used. Sing in unison with the rest of the group and start to incorporate the elements of music when completing singing activities. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Define the musical terms: Pitch, Tempo, Dynamics, Duration, Texture, Timbre and Sonority, Articulation and Silence 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. Sing in unison with the rest of the group and incorporate the elements of music when completing singing activities. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Define the musical terms: Pitch, Tempo, Dynamics, Duration, Texture, Timbre and Sonority, Articulation and Silence 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. Sing confidently in unison and in harmony with the rest of the group and incorporate the elements of music when completing singing activities, taking a lead on this where necessary.
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			
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.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand how a classroom keyboard is used and played, including the concept of warming up before playing and using the correct fingering in the right hand. Understand that notes on a staff are used to read music, and that their position on the staff corresponds to their pitch. Play a simple keyboard melody using a range of around 3 notes. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand how a classroom keyboard is used and played, including learning simple warm ups before playing and using the correct fingering in both hands. Understand that notes on a staff are used to read music, and that their position on the staff corresponds to their pitch. Pupils should have a basic knowledge of reading notes on the staff, understanding FACE in the space and Every Green Bus Drives Fast on the lines. Play a simple keyboard melody using a range of around 5 notes. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand how a classroom keyboard is used and played, including learning more advanced warm ups before playing and using the correct fingering in both hands. Understand that notes on a staff are used to read music, and that their position on the staff corresponds to their pitch. Pupils should have a more advanced knowledge of reading notes on the staff, including understanding FACE in the space and Every Green Bus Drives Fast on the lines, plus a basic knowledge of accidentals (sharps and flats). Play a more advanced keyboard melody using a range of around 8 notes.
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			
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.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand that pulse is a fundamental upon which music is built and performed. Distinguish between pulse/beat and rhythm. Develop an understanding of note values in terms of duration; including semibreves, minims, crotchets and quavers. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand that pulse is a fundamental upon which music is built and performed and develop a feeling for and an awareness of a regular pulse in music from different times and places. Distinguish between pulse/beat and rhythm, providing clear definitions of each. Develop an understanding of note values in terms of duration; including semibreves, minims, crotchets, quavers and semiquavers, plus an understanding of bars and simple time signatures. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand that pulse is a fundamental upon which music is built and performed, develop a feeling for and an awareness of a regular pulse in music from different times and places and be able to take a lead on maintaining a steady pulse. Distinguish between pulse/beat and rhythm, providing clear definitions and examples of each. Develop an understanding of note values in terms of duration; including semibreves, minims, crotchets, quavers and semiquavers, plus an understanding of bars, simple time signatures and dotted rhythms.
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			
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.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand how instruments are used in Samba and West African Djembe drumming. Perform as part of a larger ensemble understanding key roles of performers and different instruments. Use rhythmic features such as ostinato, syncopation and call and response when performing and improvising. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand how instruments, structures and textures are used in Samba and West African Djembe drumming and form connections with other musical genres. Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. Use rhythmic features such as ostinato, syncopation, call and response, cross-rhythms and polyrhythms when performing and improvising. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand how the elements of music are used in Samba and West African Djembe drumming and form connections with other musical genres and elements of music used. Take on a leading role as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music. Confidently use rhythmic features such as ostinato, syncopation, call and response, cross-rhythms and polyrhythms when performing and improvising.
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			
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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.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand the layout and structure of the symphony orchestra, including an understanding of the different families of instruments, how they are played and how they sound. Identify different instrumental families by listening. Experiment with different instruments to create their own arrangement of a popular song in an orchestral setting, assigning parts depending on the roles of the instruments. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand the layout and structure of the symphony orchestra, including an understanding of the different instruments within each instrumental family, their construction, how they are played and characteristic timbres/sonorities. Identify different instrumental families and specific instruments within these by listening. Experiment with different instruments to create their own arrangement of a popular song in an orchestral setting, assigning parts depending on the roles of the instruments and their timbres/sonorities. Pupils should also experiment with texture to make their arrangement more personalised. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand the layout and structure of the symphony orchestra, including a detailed understanding of the different instruments within each instrumental family, their construction, how they are played and characteristic timbres/sonorities. Identify different instrumental families and specific instruments within these by listening, and utilise the other elements of music in describing the music they are playing. Experiment with different instruments to create their own arrangement of a popular song in an orchestral setting, assigning parts depending on the roles of the instruments and their timbres/sonorities. Pupils should also experiment with adapting the various elements of music to make their arrangement more personalised.
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			
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.	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand what Form and Structure is in music and recognise the differences between music based on different Forms and Structures. Identify different musical sections by listening. Understand how different musical sections can be determined by the differences in the elements of music, with a particular focus on pitch and rhythm. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand what Form and Structure is in music, including a basic understanding of the forms: Question and Answer, Binary, Ternary and Rondo. Identify different sections from the musical forms mentioned above by listening. Describe how different musical sections can be determined by the differences in the elements of music, with a particular focus on pitch, rhythm, tempo, dynamics, texture, timbre and articulation. 	<p>Secure</p> <p>The student can:</p> <ul style="list-style-type: none"> Understand what Form and Structure is in music, including a clear understanding of the forms: Question and Answer, Binary, Ternary and Rondo. Identify different musical sections from the musical forms mentioned above by listening and through reading simple notation. Describe in detail how different musical sections can be determined by the differences in the elements of music, with a particular focus on pitch, rhythm, tempo, dynamics, texture, timbre and articulation.
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	
4		6	
Unit: Soundtracks		8	
KS4 target direction	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements
Advanced	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. · Define film music terms such as: motif, leitmotif, ostinato, and micky-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: · Listen to a range of film themes and identify the elements of music present using high-level musical terminology and full sentences. · Define and explain film music terms such as: motif, leitmotif, ostinato, and micky-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: · Listen to a range of film themes and identify the elements of music present using high-level musical terminology and full sentences. Students should also explain how these musical features have been used to create a particular atmosphere/effect. · Define and explain film music terms such as: motif, leitmotif, ostinato, and micky-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 micky-mousing.
To be assessed as secure, students must achieve competence in all statements.			
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	
4		6	
Unit: Videogame Music		8	
KS4 target direction	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements
Advanced	Secure The student can: · Understand the ways in which music is used within a range of computer and videogames. · Understand how to vary, adapt and change a videogame theme for different atmospheres/scenarios using at least 2 elements of music. · Understand the importance of sound effects and how these can enhance gameplay within a computer or videogame.	Secure The student can: · Understand the ways in which music is used within a range of computer and videogames. Students can also understand and describe common compositional and performance features used. · Understand how to vary, adapt and change a videogame theme for different atmospheres/scenarios using at least 4 elements of music. · Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or videogame.	Secure The student can: · Understand the various ways in which music is used within a range of computer and videogames from different eras and genres. Students can also describe and demonstrate common compositional and performance features used. · Understand and showcase how to vary, adapt and change a videogame theme for different atmospheres/scenarios using at least 6 elements of music. · Understand and demonstrate the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or videogame.
To be assessed as secure, students must achieve competence in all statements.			
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	
4		6	
Unit: All That Jazz		8	
KS4 target direction	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements
Advanced	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.
To be assessed as secure, students must achieve competence in all statements.			
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	
4		6	
Unit: All About that Bass		8	
KS4 target direction	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements
Advanced	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.
To be assessed as secure, students must achieve competence in all statements.			
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	
4		6	
Unit: What Makes a Good Pop Song		8	
KS4 target direction	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
Advanced	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).
To be assessed as secure, students must achieve competence in all statements.			
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

- Understand how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios.
- Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or videogame.