

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 7 Unit: Building Bricks - Elements of Music			
KS4 target direction	4	6	8
Advanced	Meeting aspects of pathway 6 secure points	Meeting aspects of pathway 8 secure points	Going above and beyond pathway 8 secure points
Secure	<b>Secure</b>	<b>Secure</b>	<b>Secure</b>
	I can:	I can:	I can:
	<ul style="list-style-type: none"> <li>Explain the terms: Pitch, Tempo, Dynamics, Duration, Texture, Timbre and Sonority, Articulation and Silence and identify these features in a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the terms: Pitch, Tempo, Dynamics, Duration, Texture, Timbre and Sonority, Articulation and Silence and identify how these terms have been used to create a particular atmosphere/effect in the music.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the terms: Pitch, Tempo, Dynamics, Duration, Texture, Timbre and Sonority, Articulation and Silence and explain in detail how these terms have been used to create a particular atmosphere/effect in the music.</li> </ul>
	<ul style="list-style-type: none"> <li>Sing in unison with the rest of the group and complete all practical activities to the best of my ability.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in unison with the rest of the group and use the elements of music when completing singing/practical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Sing confidently in unison and in harmony with the rest of the group and use the elements of music when completing singing/practical activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand and demonstrate how at least one element of music can be used when composing music.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and demonstrate how at least three elements of music can be used when composing music.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and demonstrate how at least five elements of music can be used when composing music.</li> </ul>
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Bigger gaps	Bigger gaps	Bigger gaps

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 7 Unit: Keyboard Skills and Melody			
KS4 target direction	4	6	8
Advanced	Meeting aspects of pathway 6 secure points	Meeting aspects of pathway 8 secure points	Going above and beyond pathway 8 secure points
Secure	Secure	Secure	Secure
	I can:	I can:	I can:
	<ul style="list-style-type: none"> <li>Understand how a classroom keyboard is used and played, the importance of warming up before playing, and use the correct fingering in the right hand.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a classroom keyboard is used and played, play some warm-ups, and use the correct fingering in both hands.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a classroom keyboard is used and played, play more advanced warm ups, and use the correct fingering in both hands.</li> </ul>
	<ul style="list-style-type: none"> <li>Understand that notes on a stave are used to read music, and that where they are on the stave affects their pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>FACE in the space</i> and <i>Every Green Bus Drives Fast</i> on the lines to read music in the treble clef.</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>FACE in the space</i> and <i>Every Green Bus Drives Fast</i> on the lines to read music in the treble clef, alongside flats and sharps.</li> </ul>
	<ul style="list-style-type: none"> <li>Accurately and fluently play a keyboard melody using a range of around 3 notes.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and fluently play a keyboard melody using a range of around 5 notes.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and fluently play a keyboard melody using a range of around 8 notes.</li> </ul>
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Bigger gaps	Bigger gaps	Bigger gaps

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 7 Unit: I Got Rhythm			
KS4 target direction	4	6	8
Advanced	Meeting aspects of pathway 6 secure points	Meeting aspects of pathway 8 secure points	Going above and beyond pathway 8 secure points
Secure	Secure	Secure	Secure
	I can:	I can:	I can:
	<ul style="list-style-type: none"> <li>Understand what the pulse is in music and the difference between pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms pulse and rhythm in music and develop an awareness of a regular pulse.</li> </ul>	<ul style="list-style-type: none"> <li>Define and provide examples for the terms pulse and rhythm in music and take a lead on maintaining a regular pulse.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop an understanding of note values and their duration; including semibreves, minims, crotchets and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of note values and their duration; including semibreves, minims, crotchets, quavers and semiquavers, plus an understanding of bars and simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of note values and their duration; including semibreves, minims, crotchets, quavers and semiquavers, plus an understanding of bars, simple time signatures and dotted rhythms.</li> </ul>
	<ul style="list-style-type: none"> <li>Be able to perform back a rhythm in 2/4 or 4/4 that uses semibreves, minims, crotchets and quavers.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to perform back a rhythm in 2/4, 3/4 or 4/4 that uses semibreves, minims, crotchets, quavers and semiquavers.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to perform back a rhythm in 2/4, 3/4 or 4/4 that uses semibreves, minims, crotchets, quavers and semiquavers and dotted rhythms.</li> </ul>
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Bigger gaps	Bigger gaps	Bigger gaps

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 7 Unit: Samba and Saharan Sounds			
KS4 target direction	4	6	8
Advanced	Meeting aspects of pathway 6 secure points	Meeting aspects of pathway 8 secure points	Going above and beyond pathway 8 secure points
Secure	Secure	Secure	Secure
	I can:	I can:	I can:
	<ul style="list-style-type: none"> <li>Understand how instruments are used in Samba and West African Djembe drumming.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how instruments, structures and textures are used in Samba and West African Djembe drumming and form connections with other musical genres.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the elements of music are used in Samba and West African Djembe drumming and form connections with other musical genres and musical features used.</li> </ul>
	<ul style="list-style-type: none"> <li>Perform as part of a larger ensemble, understanding the roles of performers and different instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Perform as part of a larger ensemble, understanding key roles of performers and different instruments, the relationship between these and the effect this has on the music.</li> </ul>	<ul style="list-style-type: none"> <li>Take a leading role as part of a larger ensemble, understanding key roles of performers and different instruments, the relationship between these and the effect this has on the music.</li> </ul>
	<ul style="list-style-type: none"> <li>Use rhythmic features such as ostinato, syncopation and call and response when performing and improvising.</li> </ul>	<ul style="list-style-type: none"> <li>Use rhythmic features such as ostinato, syncopation, call and response, cross-rhythms and polyrhythms when performing and improvising.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use rhythmic features such as ostinato, syncopation, call and response, cross-rhythms and polyrhythms when performing and improvising.</li> </ul>
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Bigger gaps	Bigger gaps	Bigger gaps

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 7 Unit: Sonority City			
KS4 target direction	4	6	8
Advanced	Meeting aspects of pathway 6 secure points	Meeting aspects of pathway 8 secure points	Going above and beyond pathway 8 secure points
Secure	Secure	Secure	Secure
	I can:	I can:	I can:
	<ul style="list-style-type: none"> <li>Understand the layout of the orchestra, including an understanding of the different families of instruments, how they are played and how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the layout of the orchestra, including an understanding of the different instruments within each instrumental family, how they are played and their timbres/sonorities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the layout and structure of the orchestra, including a detailed understanding of the different instruments within each instrumental family, how they are played and their timbres/sonorities.</li> </ul>
	<ul style="list-style-type: none"> <li>Play a short section of each piece showcasing the different instruments on the keyboard with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Play a section of at least 4 bars of each piece showcasing the different instruments on the keyboard with minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Play a section of at least 4 bars of each piece showcasing the different instruments on the keyboard accurately and fluently.</li> </ul>
	<ul style="list-style-type: none"> <li>Experiment with different instruments to create an arrangement of a popular song using an orchestra.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different instruments and textures to create an arrangement of a popular song using an orchestra, assigning parts depending on the roles of the instruments and their timbres/sonorities.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different instruments and the elements of music to create an arrangement of a popular song using an orchestra, assigning parts depending on the roles of the instruments and their timbres/sonorities.</li> </ul>
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Bigger gaps	Bigger gaps	Bigger gaps

Key Stage 3 Subject Assessment Grid			
Subject: Music Year: 7 Unit: Form and Structure			
KS4 target direction	4	6	8
Advanced	Meeting aspects of pathway 6 secure points	Meeting aspects of pathway 8 secure points	Going above and beyond pathway 8 secure points
Secure	Secure	Secure	Secure
	I can:	I can:	I can:
	<ul style="list-style-type: none"> <li>Understand what form and structure is in music and recognise the differences between different Forms and Structures.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what form and structure is in music, including a basic understanding of the forms: Question and Answer, Binary, Ternary and Rondo.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what form and structure is in music, including a detailed understanding of the forms: Question and Answer, Binary, Ternary and Rondo.</li> </ul>
	<ul style="list-style-type: none"> <li>Play a short section of each piece showcasing the different forms on the keyboard with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Play a section of at least 4 bars of each piece showcasing the different forms on the keyboard with minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>Play a section of at least 4 bars of each piece showcasing the different forms on the keyboard accurately and fluently.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate how different musical sections can show contrast using at least two elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how different musical sections can show contrast using at least four elements of music.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how different musical sections can show contrast using at least six elements of music.</li> </ul>
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Beginning	Bigger gaps	Bigger gaps	Bigger gaps