

| Key Stage 3 Subject Assessment Grid | | | |
|--|--|---|--|
| Subject: Music Year: 8 Unit: Soundtracks | | | |
| 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"> Listen to a range of film themes and find the elements of music present, explaining how these have been used to create a particular atmosphere/effect. | <ul style="list-style-type: none"> Listen to a range of film themes and find the elements of music present, explaining how these have been used to create a particular atmosphere/effect using full sentences. | <ul style="list-style-type: none"> Listen to a range of film themes and find the elements of music present, explaining how these have been used to create a particular atmosphere/effect using high level musical terms and full sentences. |
| | <ul style="list-style-type: none"> Play at least one film theme accurately and fluently, using only the right hand. | <ul style="list-style-type: none"> Play more than one film theme accurately and fluently, using only the right hand. | <ul style="list-style-type: none"> Play more than one film theme accurately and fluently, with at least one section that uses both hands. |
| | <ul style="list-style-type: none"> Create a piece of film music to accompany a short trailer or cartoon clip, using loops provided on Logic to show the action on screen. | <ul style="list-style-type: none"> Create a piece of film music to accompany a short trailer or cartoon clip, using a mixture of loops provided on Logic and my own composed music to show the action on screen. | <ul style="list-style-type: none"> Create a piece of film music to accompany a short trailer or cartoon clip, using a mixture of loops provided on Logic and my own composed music to show the action on screen, as well as higher level terms such as leitmotif, ostinatos and mickey-mousing. |
| 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: 8 Unit: Videogame 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 | Secure | Secure | Secure |
| | I can: | I can: | I can: |
| | <ul style="list-style-type: none"> Understand the ways music is used in a range of computer and videogames to create particular atmospheres. | <ul style="list-style-type: none"> Understand the ways music is used in a range of computer and videogames and describe how the elements of music are used to create particular atmospheres. | <ul style="list-style-type: none"> Understand the ways music is used in a range of computer and videogames and describe how the elements of music and use of technological effects are used to create particular atmospheres. |
| | <ul style="list-style-type: none"> Play at least one videogame theme accurately and fluently, using only the right hand. | <ul style="list-style-type: none"> Play more than one videogame theme accurately and fluently, using only the right hand. | <ul style="list-style-type: none"> Play more than one videogame theme accurately and fluently, with at least one section that uses both hands. |
| | <ul style="list-style-type: none"> Create a character theme on Logic using loops and my own composed music. | <ul style="list-style-type: none"> Create a character theme on Logic using loops and my own composed music, and adapting this theme to represent a different emotion/idea. | <ul style="list-style-type: none"> Create a character theme on Logic using only my own composed music, and adapting this theme to represent a different emotion/idea. |
| 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: 8 Unit: All That Jazz | | | |
| 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"> Play the 12-bar blues chord pattern in C on the keyboards and chords C and F on the ukulele. | <ul style="list-style-type: none"> Play the 12-bar blues chord pattern in C with added 7ths on the keyboards and chords C, F and G on the ukulele. | <ul style="list-style-type: none"> Play the 12-bar blues chord pattern in C with added 7ths and different rhythms on the keyboards and chords C, F and G on the ukulele using different strumming patterns. |
| | <ul style="list-style-type: none"> Play a bassline using of the root note of each chord. | <ul style="list-style-type: none"> Play a broken chord bassline using individual notes of the 7th chords. | <ul style="list-style-type: none"> Play the walking bassline accurately and fluently. |
| | <ul style="list-style-type: none"> Experiment with jazz improvisation using 3 notes of the blues scale. | <ul style="list-style-type: none"> Experiment with improvisation using the notes of the blues scale. | <ul style="list-style-type: none"> Experiment jazz improvisation using the notes of the blues scale in different rhythms. |
| 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: 8 Unit: All About that Bass | | | |
| 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"> Understand how Bass Clef is used and identify musical instruments and voices which use the Bass Clef. | <ul style="list-style-type: none"> Understand how the Bass Clef is used, identify musical instruments and voices which use the Bass Clef, and be able to read notes in the bass clef. | <ul style="list-style-type: none"> Understand how Bass Clef is used, identify musical instruments and voices which use the Bass Clef, and be able to confidently read notes in the bass clef. |
| | <ul style="list-style-type: none"> Know at least 2 examples of commonly used bass line patterns and understand the importance of a bass line in terms of texture. | <ul style="list-style-type: none"> Confidently know at least 3 examples of commonly used bass line patterns and understand the importance of a bass line in terms of texture and harmony. | <ul style="list-style-type: none"> Confidently know at least 4 examples of commonly used bass line patterns and understand the importance of a bass line in terms of texture and harmony. |
| | <ul style="list-style-type: none"> Accurately and fluently play at least one bass riff on the keyboards. | <ul style="list-style-type: none"> Accurately and fluently play at least two bass riffs on the keyboards. | <ul style="list-style-type: none"> Accurately and fluently play at least three bass riffs on the keyboards and experiment creating a bassline. |
| 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: 8 Unit: What Makes a Good Pop Song | | | |
| 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"> Understand the different textural and structural elements of a pop song. | <ul style="list-style-type: none"> Understand and explain the different textural and structural elements of a pop song. | <ul style="list-style-type: none"> Understand and confidently explain the different elements of music present in a pop song. |
| | <ul style="list-style-type: none"> Create a musical arrangement of a pop song, utilising chords and a bassline. | <ul style="list-style-type: none"> Create a musical arrangement of a pop song, utilising chords, a bassline and a rhythmic line. | <ul style="list-style-type: none"> Create a musical arrangement of a pop song, utilising chords, a bassline, a rhythmic line and a melody. |
| | <ul style="list-style-type: none"> Perform back a section of a pop song, taking on a particular role in the texture (such as the melody/bassline/chords/rhythmic line). | <ul style="list-style-type: none"> 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). | <ul style="list-style-type: none"> 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 |
| Beginning | Bigger gaps | Bigger gaps | Bigger gaps |