Assessment grid			
Subject: Music	Year: 7	Topic/module/theme: Performance	
KS4 target direction	**4**	**6**	**8(9)**
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension– reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include:
Secure *Students must achieve competence in **all** statements before being judged 'Secure'*	**Secure** The student can: The performance has some fluency with mostly correct rhythms and pitches. Hesitance and technical errors may sometimes disturb the flow of the music. Intonation (where relevant) is partially secure. The performance has limited attention to dynamics and articulation, although there may be some sense of direction. There is some awareness of the other performer(s) but little regard to the demands of balance and/or performing conventions.	**Secure** The student can: The performance is predominantly fluent, with technical control adequate to the demand of the music. There could be some errors but these do not disrupt the overall flow of the music. Intonation (where relevant) and tone production are generally secure. The performance communicates some appropriate dynamics and articulation and there is an attempt to shape the music. There is clear co-ordination with the other performers.	**Secure** The student can: The performance is confident, accurate and fluent with good technical control appropriate to the demand of the music. There may be minor blemishes but they do not significantly affect the overall performance. Intonation (where relevant) and tone production are good. The performance is communicated musically and stylishly using conventions that are appropriate to the genre. A high level of musical detail is evident. A high level of ensemble awareness is evident and is in keeping with the context of the music.

	A piece which requires a range of rhythmic and/or melodic change with some technical demands in terms of phrasing, dynamics, articulation and key.	A piece which requires a range of rhythmic and/or melodic change with some technical demands in terms of phrasing, dynamics, articulation and key.	A more complex piece involving sustained control with more intricate technical demands in terms of an extended range and control of tempo, dynamics, articulation and phrasing.
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps	Significant gaps	Significant gaps