

Key Stage 3 Subject Assessment Grid			
Subject: Music		Year: 7	Unit: Elements of Music Written Test and Singing Technique
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 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 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 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			
Subject:		Year: 7	Unit: Keyboard Skills and Melody
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 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 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 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
Foundation		Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject:		Year: 7	Unit: Pitch and Rhythm Notation Assessment
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 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 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 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			
Subject:		Year: 7	Unit: Form and Structure Listening Assessment
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 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 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 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:		Year: 7	Unit: Sonority City Listening Assessment and Logic Arrangement
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:	Secure The student can:	Secure The student can:

<p>To be assessed as secure, students must achieve competence in all statements.</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. 	<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. 	<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.
<p>Developing</p>	<p>Mostly secure – one or more gaps</p>	<p>Mostly secure – one or more gaps</p>	<p>Mostly secure – one or more gaps</p>
<p>Foundation</p>	<p>Significant gaps</p>	<p>Significant gaps</p>	<p>Significant gaps</p>