

Music Scheme of Assessment 2018

Grade	Composing	Ensemble	Performing	Listening and Evaluating
9.5	I can compose using stylistic conventions I can vary complex textures to match a style My compositions are innovative and imaginative	I show excellent awareness of balance in a difficult piece I can adjust and react professionally in a difficult piece I can lead an ensemble while playing a difficult piece	I can perform a difficult piece with convincing technical control I can use detailed expression in a difficult piece I can perform a difficult piece with no noticeable errors	I can discuss stylistic conventions within a piece I can support my points with clear evidence I can justify my opinions
8.5	I can develop and extend musical ideas I can use a range of instruments idiomatically I can structure my music to show fluency and contrast	I show excellent awareness of balance in a difficult piece I can adjust and react quickly in a difficult piece I can use directions to help lead a difficult ensemble piece	I can perform a difficult piece with excellent sound quality throughout the range I can perform a difficult piece with attention to tempo I can perform a difficult piece without hesitation	I can compare and contrast music with detail I can explain the conclusions I reach I can use a range of complex music vocabulary
7.5	I can compose with a sense of style and purpose I can use a variety of textures I can use all the elements of music with few misjudgements	I show excellent awareness of balance with all performers I can adjust and react professionally to other parts I can lead an ensemble	I can perform a piece with convincing technical control I can use detailed expression I can perform a piece with no noticeable errors	I can make points about a piece that relate to its context I can compare music with pieces I have listened to myself I can use a range of key words
6.5	I can develop musical ideas using regular phrases I can exploit a range of instruments showing contrast I can structure my music to show a sense of direction	I show excellent awareness of balance with most performers I can adjust and react quickly to other parts I can use appropriate directions to help lead an ensemble	I can perform a piece with excellent sound quality throughout the range I can perform a piece with detailed attention to tempo I can perform a piece fluently	I can make conclusions relating to a specific question I can compare music with pieces I have listened to in class I can identify a specific styles or genre
5.5	I can compose for a specific purpose I can use some elements of music to create contrast I can compose securely despite some misjudgements	I show good awareness of balance with some performers I can adjust and react quickly most of the time I can use appropriate directions to help me stay in time	I can perform with good technical control of my instrument I can use some dynamics, articulation and phrasing I can perform without allowing errors to disrupt the flow of the piece	I can evaluate a piece of music referring to how it has been composed I can explain how the elements of music affect the success of a piece I can justify my opinion using musical reasons
4.5	I can create interesting melodies I can use instruments correctly in my composition I can use basic musical structures	I show awareness of balance for most of the piece I can adjust and react most of the time I can support the rest of my group during a performance	I can perform with clear sound quality I can perform with a clear and consistent tempo I can use the elements of music to shape my performance	I can evaluate music referring to how it has been performed I can describe how musical layers are combined I can use key words to describe melody
3.5	I can follow simple instructions when composing I can compose at least 3 layers I can use an element of music to create contrast	I can balance my own volume I can adjust and react for major errors I can work with a range of people	I can use my instrument effectively I can shape the performance with dynamics I can continue a performance despite any errors	I can identify specific instruments and voices I can describe the role of instruments and voices I can describe tonality using key words
2.5	I can create musical patterns I can compose at least 2 layers I structure a piece with a clear beginning and ending	I can ensure my part is important I can correct errors during rehearsal I can suggest ideas	I can perform a short pattern I can perform in time I can perform a complete piece	I can suggest ways to improve I can describe changes within the music I can describe the tempo, dynamics and pitch using key words
1.5	I can use pitch and rhythm I can compose a simple part I can compose a complete piece	I can listen throughout my performance I can identify errors during rehearsal I can follow directions	I can perform a simple pattern I can keep in time for most of a performance I can perform most of a piece	I can identify which element of music changes I can describe an element of music I can volunteer in a discussion
0.5	I can create a short pattern I can choose an appropriate instrument I can use repetition	I can perform with others I begin at the correct time I can follow instructions	I take part in a performance I can tap a pulse I can copy musical actions	I can say what I like musically I can say what I dislike musically I can contribute to a discussion

