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| <b>Music</b> | <b>Year 8</b> |
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| GFS<br>Assessment<br>Level | Assessment Criteria   |  |   |   |
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|                            | Performing  | Composition  | Listen and appraise   | Knowledge and understanding   |
| M2                         | I can perform in different styles, making significant contributions to the ensemble and using relevant notations.   | I can create coherent compositions drawing on internalised sounds.<br>I can adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions. | I can discriminate between and explore musical conventions in, and influences on, selected styles, genres and traditions. | I can evaluate, and make critical judgements about, the use of musical conventions and other characteristics and how different contexts are reflected in my own and others' work.   |
| M1                         | I can select and make expressive use of tempo, dynamics, phrasing and timbre while performing.<br>I can make subtle adjustments to fit my own part within a group performance   | I can improvise and compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, and achieving different intended effects.             | I can identify and explore the different processes and contexts of selected musical styles, genres and traditions.        | I can use relevant notations to plan, revise and refine material.<br>I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard.<br>I can make improvements to my own and others' work in the light of the chosen style. |
| S3                         | I can perform significant parts from memory and from notations, with awareness of my own contribution such as leading others, taking a solo part or providing rhythmic support. | I can improvise/compose melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices.                            | I can identify and explore musical devices and how music reflects time, place and culture.                                | I can analyse and compare musical features.<br>I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard.<br>I can refine and improve my work.  |
| S2                         | While performing by ear and from simple notations, I can maintain my own part with  | I can improvise and compose melodic and rhythmic phrases as part of a group  | I can identify and explore the relationship between sounds and  |   |

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|    | awareness of how the different parts fit together and the need to achieve an overall effect.   | performance and compose by developing ideas within musical structures.   | how music reflects different intentions.   | I can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.<br>I can suggest improvements to my own and others' work, commenting on how intentions have been achieved. |
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| S1 | I can sing in tune with expression and perform rhythmically simple parts that use a limited range of notes   | I can improvise and compose repeated patterns and combine several layers of sound with awareness of the combined effect. | I can recognise and explore the ways sounds can be combined and used expressively  | I can recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.   |
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| D2 | I can perform my part on an instrument rhythmically and melodically by ear.<br>I can perform simple patterns and accompaniments keeping to a steady pulse. | I can compose a melodic structure in the natural key on the common time signature.                                       | I can represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects | I can choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points   |
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| D1 | I can repeat short rhythmic and melodic patterns, create, and choose sounds in response to given starting points.  | I can compose a basic rhythmic structure using a range of musical symbols in the common time signature.                  | I can represent sound with visuals and relate to the   | I can identify long and short sounds with a sense of pulse at different tempo.  |
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| E2 | I can play some basic rhythmic and melodic patterns with a limited range of notes.   | I can create simple rhythms using the basic musical symbols.   | I can recognise and explore how sounds can be made and changed.  | I can identify long and short sounds with an idea of using them on the pulse.   |
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| E1 | I can play some short rhythmic pattern by ear. | I can create my own rhythm with some idea of long and short sounds. |  |  |
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