

Music	Year 9
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GFS Assessment Level	Music			
	Performing	Composition	Listen and appraise	Knowledge and understanding
M2	I can perform, With a sense of direction and shape, both within melodic and rhythmic phrases and overall form. I can both follow and challenge conventions.	I can compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form.	I can discriminate between and exploit the characteristics and expressive potential of selected musical resources, styles, genres and traditions.	I can discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and making and justifying my own judgements.
M1	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. 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.
S3	I can select and make expressive use of tempo, dynamics, phrasing and timbre while performing. 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. I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. I can make improvements to my own and others' work in the light of the chosen style.
S2	I can perform significant parts from memory and from notations, with	I can improvise/compose melodic and rhythmic material within given	I can identify and explore musical devices and how music reflects time, place and culture.	I can analyse and compare musical features.

	awareness of my own contribution such as leading others, taking a solo part or providing rhythmic support.	structures, use a variety of notations, and compose music for different occasions using appropriate musical devices.		I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard. I can refine and improve my work.
S1	While performing by ear and from simple notations, I can maintain my own part with awareness of how the different parts fit together and the need to achieve an overall effect.	I can improvise and compose melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.	I can identify and explore the relationship between sounds and how music reflects different intentions.	I can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. I can suggest improvements to my own and others' work, commenting on how intentions have been achieved.
D2	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.
D1	I can perform my part on an instrument rhythmically and melodically by ear. 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
E2	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 recognise the different sounds in terms of different frequencies.	I can identify long and short sounds with a sense of pulse at different tempo.

E1	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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