

Music	YEAR 7
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GFS Assessment Level	Assessment Criteria			
	Performing	Composition	Listen and appraise	Knowledge and understanding
M2	<p>I can select and make expressive use of tempo, dynamics, phrasing and timbre while performing.</p> <p>I can make subtle adjustments to fit my own part within a group performance</p>	<p>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.</p>	<p>I can identify and explore the different processes and contexts of selected musical styles, genres and traditions.</p>	<p>I can use relevant notations to plan, revise and refine material.</p> <p>I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard.</p> <p>I can make improvements to my own and others' work in the light of the chosen style.</p>
M1	<p>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.</p>	<p>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.</p>	<p>I can identify and explore musical devices and how music reflects time, place and culture.</p>	<p>I can analyse and compare musical features.</p> <p>I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard.</p> <p>I can refine and improve my work.</p>
S3	<p>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.</p>	<p>I can improvise and compose melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</p>	<p>I can identify and explore the relationship between sounds and how music reflects different intentions.</p>	<p>I can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>I can suggest improvements to my own and others' work, commenting on how intentions have been achieved.</p>
S2	<p>I can sing in tune with expression and perform rhythmically simple parts that use a limited range of notes</p>	<p>I can improvise and compose repeated patterns and combine several layers of sound with awareness of the combined effect.</p>	<p>I can recognise and explore the ways sounds can be combined and used expressively</p>	<p>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.</p>

S1	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
D2	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.
D1	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.
E1/E2	I can play some short rhythmic pattern by ear.	I can create my own rhythm with some idea of long and short sounds.		