

Subject: Music

Year group: 8

Age-related Criteria for KS3 reporting



ARC	PERFORMING MUSIC	COMPOSING MUSIC	LISTENING AND UNDERSTANDING MUSIC
Exceeding	<ul style="list-style-type: none">• Perform more challenging / extended parts/pieces with excellent accuracy of pitch and rhythm.• Perform with some sensitivity of expression appropriate to style/occasion.• When performing within a group respond and adapt playing to others.• Improvise fluently within a given style.• Perform with excellent technical control and attention to expressive detail.	<ul style="list-style-type: none">• Compose an extended piece of music using a range of musical elements to create effective moods, with multiple (4+) layers and a sense of structure.• Explore a range of musical elements effectively in the composition.• Use repetition, development and contrast to produce effective compositions within a recognisable structural framework.	<ul style="list-style-type: none">• Read and write music accurately using music notation (treble and bass clef)• Give a detailed description of a range of musical elements (MAD TSHIRTS), within different styles and contexts using correct musical language.• Compare and contrast different styles of music and describe accurately musical characteristics associated with each style.
Meeting	<ul style="list-style-type: none">• Perform simple pieces with secure accuracy of pitch and rhythm.• Perform demonstrating some technical control and fluency.• Perform with awareness of ensemble when in a smaller group.• Improvise appropriately within a basic framework (eg 4-8 beats)	<ul style="list-style-type: none">• Compose effective musical phrases and devices within a given structure.• Include 2 or more musical layers in a composition to demonstrate understanding of texture.• Demonstrate a good understanding of melody, pitch, tempo and dynamics in a composition.• Combine musical elements to effectively reflect a mood.	<ul style="list-style-type: none">• Understand simple music notation and be able to recognise and notate different musical pitches accurately (treble clef)• Distinguish between different styles of music and begin to compare the musical features associated with each style.• Describe, using simple terms, the use of musical elements within

			<p>pieces of music in a range of different styles.</p> <ul style="list-style-type: none"> • Have a secure understanding of the musical elements- (MAD TSHIRTS)- and be able to use the elements when responding to music when listening.
Developing	<ul style="list-style-type: none"> • Perform simple parts with some accuracy of pitch and rhythm. • Improvise basic musical responses. • Maintain part in group/class 2-part singing or playing. 	<ul style="list-style-type: none"> • Compose a musical phrase and consider some of the musical elements in my composition. • Select appropriate sounds for a style/ purpose. • Combine with at least one additional layer in the music. 	<ul style="list-style-type: none"> • Write simple musical ideas with a basic understanding of music notation (treble clef.) • Define the musical elements and recognise simple changes within pitch, melody, dynamics, and tempo in music.