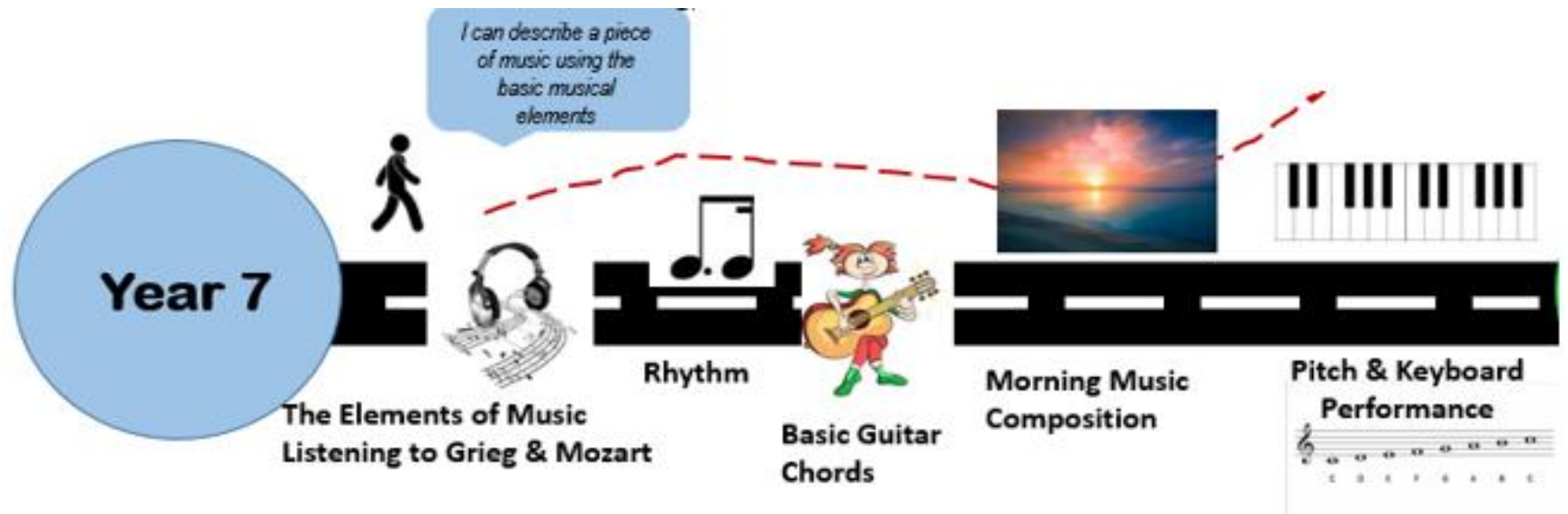


Name:.....

Class.....

End of year target





		Acquiring	Developing	Securing	Consolidating	Extending
PERFORMING	Accuracy	- Can perform simple pieces with reasonable accuracy of pitch, intonation and rhythm	-Can perform simple pieces with accuracy of pitch, intonation and rhythm.	-Can perform more difficult pieces with accuracy of pitch, intonation and rhythm.	-Performs more difficult pieces with good accuracy of pitch, intonation and rhythm	- Performs more difficult pieces with secure accuracy of pitch, intonation and rhythm. (Grade 1
	Technical	-Can perform simple pieces in a way that demonstrates reasonable technical ability in tone, dexterity and control.	-Can perform simple pieces in a way that demonstrates technical ability in tone, dexterity and control	-Performs more difficult pieces in a way that demonstrates SOME technical ability in tone, dexterity and control.	Performs more difficult pieces with good technical ability in tone, dexterity and control.	-Performs more difficult pieces with secure technical ability in tone, dexterity and control.
	Musicality	-Can follow SOME basic dynamics for simple pieces.	-Follows the dynamics / articulation for simple pieces.	-Follows SOME of the dynamics / articulation for more difficult pieces.	Accurately follows the expressive directions of a composer for more difficult pieces.	-Can sensitively follow the expressive directions of a composer for more difficult pieces. (Grade 1)
	Expression	Performs with SOME sense of artistic interpretation and idiomatic style suitable for simple pieces.	Performs with an appropriate sense of idiomatic style suitable for simple pieces.	Performs with SOME sense of idiomatic style suitable for more difficult pieces.	Performs with an appropriate sense of interpretation and idiomatic style suitable for more difficult pieces.	Performs with an imaginative sense of interpretation and idiomatic style. (Grade 1)

COMPOSITION	Phrase & Melody	-Can create melodic phrases that have a sense of shape (arch, balanced, question and answer).	-Can create melodic phrases according to an intended shape.	-Can create coherent melodic phrases according to an intended shape.	-Can create successful and memorable melodic phrases according to an intended shape.	-Can create imaginative and memorable melodic phrases according to an intended shape.
	Harmony	-Can create a simple accompaniment for a melody; drone, ostinato or repeating semibreve.	-Can compose a more complex accompaniment for a melodic part with sense of key; eg. Simple bass line or block chord sequence.	-Can compose a more complex accompaniment with sense of harmonic development within a key that successfully frames a melodic part.	-Can compose an interesting accompaniment with sense of movement and harmonic development within a key that successfully frames a melodic part.	-Can compose a harmonically interesting accompaniment that has a sense of motion and development whilst complementing a melodic part in a more difficult key.
	Rhythm & Tempo	-Can use simple rhythms, keeping good time.	-Uses a variety of rhythmic variations to achieve intended effects (eg: semiquavers to create a sense of pace.)	-Uses more complex rhythms and appropriate tempi changes.	-Can successfully use more complex rhythmic durations, appropriate tempi and changes in tempi for an intended effect.	-Can imaginatively exploit more complex rhythmic durations, time signatures, appropriate tempi and changes in tempi.
	Development & Structure	- Can compose pieces that have a simple sense of organisation and structure.	-Can compose pieces that use a simple recognised structure or framework.	-Can use repetition, development & contrast effectively to produce a simple, recognisable structure	-Uses simple methods of development to produce successful compositions with a strong structural framework. (eg: repeat markers.)	-Uses a variety of methods of development to produce a successful & strong structure. (eg: Rondo/Ternary/2 nd time bar.)

LISTENING & MUSICIANSHIP	Understanding	-Can describe the musical elements and identify some common instruments.	-Can accurately describe basic musical elements in full sentences.	-Can define more advanced musical terms (eg: legato, staccato, <i>forte</i> , <i>piano</i>).	-Can provide accurate and concise definitions of musical terms to describe playing technique or genre eg; (pizzicato, arco, riff, pedalling.)	-Uses wide ranging musical vocabulary and, with reference to music theory, can discuss musical features/devices with a good degree of accuracy. (Grade 1 Theory.)
	Identification	-Can accurately identify simple musical changes (up/down, louder/quieter.)	-Can identify more complex musical changes (note duration/melodic shape) and identify basic musical genres and their features.	-Identify more complex musical features with some degree of accuracy.	-Can accurately identify more complex musical features (ostinato, bass line, major or minor tonality.)	-Can accurately identify less common musical genres and their features.
	Notation	-Can use basic musical symbols to notate simple ideas onto manuscript (crotchets between C and C)	-Can use an understanding of simple rhythmic durations and melody shape to notate or transcribe musical ideas.	-Can transcribe simple melodic and rhythmic parts with some accuracy (mostly crotchet/quaver movement, scalar movement, small intervalic leaps)	-Can transcribe simple melodic and rhythmic parts accurately.	-Can transcribe more complex melodic and rhythmic parts with a good degree of accuracy (more complex note durations, arpeggios and larger leaps)
	Analysis	-Can use appropriate adjectives to describe the mood or atmosphere of musical pieces.	-Can use adjectives to describe musical features and can describe some basic effects on the listener.	-Can use adjectives to describe musical features and can explain their effects on the listener	-Can use my imagination to describe how musical features might express qualities such as character, place and emotion.	-Can use my imagination to explain and justify how musical features might express qualities such as character, place and emotion.



Term 1 Morning Music Assessment

Group composition. Grade Achieved:

Challenge:		Date
	WWW	Appropriate pitch and timbre (instrument sound)
		Appropriate tempo and dynamics
		Appropriate melodic shape and note duration
		Appropriate texture
		Structure includes 2 sections
		Structure includes 3 sections
		I have used a melodic device to develop my melody successfully.
		Other:
	EBI	I need to improve the pitch and choice of timbre
		I need to improve the suitability of the tempo and dynamics
		I need to extend my melodic shape
		I need to use longer/shorter notes in my melody
		I need to extend my structure and include the 2nd section
		I need to extend my structure and include the 3rd section
		Other:
		TARGET TIME




Term 2 Stand By Me Assessment

Stand By Me solo performance. Grade Achieved:

Part Played:		Date
	WWW	I can play my own part with an accurate rhythm.
		I can play my own part with the accurate pitch.
		I can play my own part fluently.
		I can play my part in time with others.
		I can play two parts together.
		I can re-join the group if I make a mistake.
		I can lead my group.
		Other:
	EBI	I need to improve the accuracy of the rhythm of my part.
		I need to improve the accuracy of the pitch of my part.
		I need to improve the fluency of my part.
		I need to improve my group timing.
		I should have a go at leading the group.
		I need to try a harder part.
		Other:
		TARGET TIME

Term 3 Ensemble Performance Assessment

Solo performance. Grade Achieved:

Challenge:		Instrument:	Date:
Piece of music assessed on:			
 	WWW	I can play the rhythm accurately for a simple melody.	
		I can play a simple melody with accuracy in pitch.	
		I can play a simple melody, adding an accompaniment in the bass.	
		I can play the melody for a more difficult piece, accurately.	
		I can perform a simple chord sequence accurately.	
		I can perform a more difficult chord sequence accurately.	
		I can play both melody and accompaniment for a more difficult piece, with accuracy and fluency.	
		Other:	
	EBI	I need to improve the accuracy of the rhythm of my melody.	
		I need to improve the accuracy of the pitch of my melody.	
		I need to improve the fluency of my performance.	
		I need to improve the timing of my performance.	
		I should have a go at adding a bass accompaniment.	
		I need to try a harder piece.	
		Other:	
TARGET TIME			

Year 7 - Musical Keyterms

- Chord
- Crescendo
- Crotchet
- Duration
- Dynamics
- Forte
- Instrumentation
- Major
- Minim
- Minor
- Piano
- Pitch
- Quaver
- Riff
- Semibreve
- Silence
- Structure
- Tempo
- Texture
- Treble Clef