

Name:.....

Class:.....

End of year target

I can compare & contrast pieces of music using the musical elements



		Acquiring	Developing	Securing	Consolidating	Extending
PERFORMING	Accuracy	-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	-Performs challenging pieces with good accuracy of pitch, intonation and rhythm. (Grade 2)
	Technical	-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.	-Performs challenging pieces, demonstrating good technical ability in tone, dexterity and control.
	Musicality	-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)	-Accurately follows the expressive directions of the composer incl. dynamics, articulation, phrasing & tempo markings of challenging pieces. (Grade 2)
	Expression	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)	Performs with a convincing sense of interpretation and idiomatic style suitable for challenging pieces. (Grade 2+)




COMPOSITION	Phrase & Melody	-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.	-Can manipulate a range of musical devices (sequence/inversion) to produce melodic phrases with an advanced shape and character.
	Harmony	-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.	-Uses advanced devices (figured bass/inversions /alberti bass/simple modulation/extensions/imitation) to achieve a complete harmonic accompaniment.
	Rhythm & Tempo	-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.	-Uses a variety of rhythmic/stylistic devices successfully (swing/rubato/triplets) to achieve a sense of style and character.
	Development & 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.)	-Uses complex and appropriate methods of development to produce an advanced structural framework. (eg: D C al Coda)

LISTENING & MUSICIANSHIP	Understanding	-Can accurately describe basic musical elements in full sentences.	-Can define more advanced musical terms (eg: legato, staccato, <i>forte, 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.)	-Uses an advanced musical vocabulary and, with reference to music history, genre and theory, can discuss musical features/devices accurately and concisely. (Grade 2+ Theory.)
	Identification	-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.	-Can identify advanced devices & features (interval recognition, simple cadences, ornamentation.)
	Notation	-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)	-Can transcribe advanced melodic and rhythmic parts with a good degree of accuracy (dotted rhythms, complex melodic shapes and more difficult keys)
	Analysis	-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.	-Can accurately analyse, explore and evaluate advanced musical devices and their potential effect on the listener (identify and suggest reasons for level of effectiveness, give alternative interpretations of effect).




Term 1 : Folk music Assessment

Term 2: Blues Assessment

Solo performance. Grade Achieved:




Drunken Sailor performance		Instrument:	Date
	WWW	I can play the pitches of the piece accurately.	
		I can play the rhythm of the piece accurately.	
		I can play the bass line accompaniment.	
		I can play the bass line and melody together.	
		I can improvise using simple drumming rhythms	
		I can improvise using more complex drumming rhythms	
		I can lead a group performance in a folk or traditional world music style.	
	Other:		
	EBI	I need to improve the accuracy of the pitches I play.	
		I need to count my rhythm carefully.	
		I need to improve the fluency of my performance.	
		I need to try more complex rhythms.	
		I need to try to play 2 parts together.	
		Other:	
TARGET TIME			

Ensemble performance. Grade Achieved:

Improvisation of 12-bar blues		Instrument:	Date
	WWW	I can play C major, G major and F major chords accurately.	
		I can play a 12-bar sequence in C major.	
		I can improvise a simple melodic idea using the 3 pitches of the chord.	
		I can improvise in the key of C major using a variety of pitches.	
		I can improvise around the blues scale in C major	
		I can lead an improvised group performance.	
		I can improvise 12-bar blues in a harder key.	
	Other:		
	EBI	I need to improve the accuracy of the chords.	
		I need to count my bar numbers carefully.	
		I need to improve the fluency of my performance.	
		I need to add a flattened 3rd or 7th to create a blues scale.	
		I need to try to improve in a harder key.	
		Other:	
TARGET TIME			

Term 3: Film Music Assessment

Film Music Composition: Grade achieved

			Date
	WWW:	Appropriate pitch and dynamic.	
		Appropriate tempo and rhythm	
		Appropriate harmony and scale.	
		Appropriate timbre.	
		Can include appropriate chords.	
		Can create an appropriate melodic shape.	
		Can include a pedal note.	
		Can use tension building technique effectively.	
		Can use ostinato and/or sequence .	
		Can compose a Leitmotif to reveal the unseen image at the end.	
 	EBI:	I need to think about different instrument sounds.	
		I need to include a DISCORD.	
		I need to create a melodic shape to mirror jumping from the window.	
		Other:	
	Target Time:		

Year 7 - Musical Keyterms	Year 8 - Musical Keyterms
Chord	Atonal
Crescendo	Blues note
Crotchet	Blues Scale
Duration	Cyclic
Dynamics	Discord / Dissonant
Forte	Drone
Instrumentation	Dun-dun
Major	Fortissimo
Minim	Homophonic
Minor	Jazz
Piano	Legato
Pitch	Leitmotif
Quaver	Modal
Riff	Monophonic
Semibreve	Pianissimo
Silence	Polyrhythmic
Structure	Scale
Tempo	Scat singing
Texture	Staccato
Treble Clef	Swung rhythm
	Symphony orchestra
	Triplets