

Year 9 Music Assessment and Progression Grid



	Subject topic strand or skill PERFORMING	Subject topic, strand or skill COMPOSING	Subject topic, strand or skill LISTENING AND APPRAISING
Excelling	<p>Consistently demonstrate confidence and musicality (expression, tempo, articulation, dynamics and accuracy). Will take different roles in performance and rehearsal.</p> <p>Is likely to be having regular peripatetic/private music lessons, practicing several times a week at home and be involved in various extra curricular music making activities/ensembles in or outside school.</p>	<p>Consistently compose music that demonstrates a coherent development of musical ideas and is consistent in style</p> <p>Compositions have a clear sense of style and character and use a range of chords and accompaniments that show understanding of harmonic devices beyond triads.</p>	<p>Consistently accurate and broad use of musical vocabulary.</p> <p>Makes critical judgements on music heard and shows depth of understanding within the genres and styles covered.</p>
Secure	<p>Can perform accurately with expressive details such as dynamics, tempo and phrasing regularly demonstrated.</p> <p>Is likely to be having regular peripatetic/private music lessons, practicing several times a week at home and be involved in various extra curricular music making activities/ensembles in or outside school.</p>	<p>Demonstrate a good understanding of composition through the expressive use of musical elements. There will be some development within pieces. Can compose within a given style/genre.</p>	<p>Increasingly secure use of musical vocabulary.</p> <p>Makes judgements on music heard and shows secure understanding within the genres and styles covered</p>
Developing	<p>Perform more simple parts with a general sense of accuracy, but sometimes without fluency. There will be some expression ie basic dynamics.</p> <p>Will need some support from peers/teacher during group performance.</p> <p>Is likely to be practicing regularly at home and be involved in some extra curricular music making activities in or outside school.</p>	<p>Compose music using some appropriate musical elements/devices such as melody, texture, structure and rhythm. Make some basic links to styles/genres.</p>	<p>Can identify musical elements and use some simple musical vocabulary when describe music within different styles and genres.</p>
Emerging	<p>Will perform a simple part (limited range of notes and rhythms) but may struggle with a sense of pulse/timing which will affect the fluently.</p> <p>Can contribute to group performance with significant amounts of support from peers/teacher.</p>	<p>Student will demonstrate a limited understanding of musical elements by creating simple musical ideas which may not be fully coherent.</p>	<p>Recognise basic the different musical elements, and make some suggestions as to how they can be used.</p>