St Benedict's Catholic School: Grade descriptors for use at Key Stage 3 - Music

Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	Skill Area 1 PERFORMING	Skill Area 2 COMPOSING	Skill Area 3 LISTENING & APPRAISING
		Mastered	Can perform challenging pieces (Grade 2) with good fluency, accuracy and expression. Can perform a separate part in an ensemble with sensitivity and awareness of the role. Can take on a leadership role in a group.	Can compose complex pieces using a variety of compositional devices. Can compose idiomatically for instruments and in different styles. Can use notation to plan and revise ideas. Can refine and improve compositional ideas. May take a leading role, offering guidance to others.	Can recognize and describe dynamics, tempo, timbre, both rhythmic and melodic features, texture and structure. Can appraise their own and others' work using accurate and extensive musical vocabulary.
	Mastered	Extended	Can perform demanding pieces (gr1) with a fair degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security and an ability to adjust to others.	Can compose pieces in different styles using rhythmic, melodic, harmonic, textural and structural devices more extensively. Can use Sibelius software confidently to sequence complex ideas using traditional notation.	Can recognize and describe dynamics, tempo, timbre, both rhythmic and melodic features and texture. Can appraise their own and others' work using accurate and extensive musical vocabulary.
Mastered	Extended	Secure	Can perform more complex pieces with a reasonable degree of fluency, accuracy and expression. Can maintain a separate part in an ensemble with security.	Can compose pieces in different styles using rhythmic, melodic, harmonic and textural devices more extensively. Can use Sibelius software confidently to sequence complex ideas.	Can recognize and describe dynamics, tempo, timbre and both rhythmic and melodic features. Can appraise their own and others' work at a fair level, suggesting improvements.
Extended	Secure	Approaching	Can perform more straightforward pieces with some degree of fluency and accuracy. Can maintain a separate part in an ensemble with only a little ability to adjust to others.	Can compose pieces using rhythmic, melodic and harmonic devices and a variety of instrumentation. Can manipulate texture to achieve variety. Can use Sibelius software to sequence more complex ideas.	Can recognize and describe dynamics, tempo, timbre and rhythmic features. Can appraise their own and others' work at a fair level, suggesting improvements.
Secure	Approaching	Developing	Can perform simple pieces with a reasonable degree of fluency and accuracy. Can maintain a separate part in an ensemble with a fair degree of security.	Can compose pieces using rhythmic and melodic ideas and a variety of instrumentation. Can successfully combine different layers of texture. Can use Sibelius software to sequence simple ideas using traditional notation.	Can recognize and describe dynamics, tempo and timbre. Can appraise their own and others' work at a basic level.
Approaching	Developing	Beginning	Can perform easier pieces with some degree of accuracy though not always fluently. Can maintain a separate part in an ensemble with some lack of accuracy and stability.	Can compose and simple rhythmic and melodic ideas and record them using some form of notation.	Can recognize and describe dynamics and tempo. Can appraise their own and others' work at a basic level.
Developing	Beginning		Can sustain a musical pulse and can repeat simple musical ideas on his/her own. Can perform simple musical ideas.	Can improvise and compose simple musical ideas using basic musical elements.	Can recognize and describe basic dynamics.
Beginning			Can repeat simple rhythmic and melodic ideas as part of a group.	Can compose simple musical ideas using some of the elements of music.	Can recognize and identify simple contrasts of dynamics and tempo.