

Mark Rutherford School – KS3 Music Assessment

Whole Key Stage

| Y7 | Y8 | Y9 | Performing – accuracy | Performing – ensemble | Composing – creating ideas | Composing – combining ideas |
|-----------|-----------|-----------|---|---|---|--|
| E1 | | | Perform simple patterns and phrases | Show some awareness of how parts can be combined | Select and order sounds into simple ideas | Organise ideas into simple structures (beginning-middle-end) |
| E2 | E1 | E1 | Perform simple parts with some accuracy | Coordinate performance with others in a group | Create repeating rhythmic and melodic patterns | Combine layers of sound with an awareness of the overall effect |
| D | E2 | | Perform distinct parts accurately | Play independent parts in time with others | Compose distinctive rhythmic and melodic phrases | Organise ideas into appropriate musical textures and structures |
| S | D | E2 | Perform significant parts fluently | Show understanding of role when performing | Develop and extend musical phrases and ideas | Use repetition and contrast appropriately within coherent structures |
| M | S | D | Perform with understanding of style and context | Make significant contributions to a group, control elements of music expressively | Use appropriate devices to create and develop ideas | Control elements of music to create pieces with direction and contrast |
| | M | S | Perform with idiomatic instrumental technique | Take a leading role in rehearsing and communicating a successful performance | Create and develop stylistically coherent composition ideas | Extend and develop compositional ideas within stylistically typical structures |
| | | M | Give convincing performances, exploiting instrumental possibilities | Demonstrate empathy with other performers; communicate effectively with audiences | Demonstrate a distinct personal style, both following and challenging stylistic conventions | Compose using extended forms and structures, showing individuality and stylistic consistency |

Year 8

| | Performing – accuracy | Performing – ensemble | Composing – creating ideas | Composing – combining ideas |
|-------------------|---|---|---|--|
| Embarking | Perform simple parts with some accuracy | Coordinate performance with others in a group | Create repeating rhythmic and melodic patterns | Combine layers of sound with an awareness of the overall effect |
| Emerging | Perform distinct parts accurately | Play independent parts in time with others | Compose distinctive rhythmic and melodic phrases | Organise ideas into appropriate musical textures and structures |
| Developing | Perform significant parts fluently | Show understanding of role when performing | Develop and extend musical phrases and ideas | Use repetition and contrast appropriately within coherent structures |
| Securing | Perform with understanding of style and context | Make significant contributions to a group, control elements of music expressively | Use appropriate devices to create and develop ideas | Control elements of music to create pieces with direction and contrast |
| Mastering | Perform with idiomatic instrumental technique | Take a leading role in rehearsing and communicating a successful performance | Create and develop stylistically coherent composition ideas | Extend and develop compositional ideas within stylistically typical structures |