

ASSESSMENT GRID

SUBJECT - MUSIC

YEAR 9

YEAR 9	Performing Skills	Composing Skills	Listening and Appraising Skills
Y9.9	I can perform with a sense of style and flair, making effective use of dynamics, phrasing and articulation. I can perform accurately and fluently. I perform in a group displaying empathy towards the other performers and make a powerful contribution to the impact of the performance.	I can create compositions which are extended and demonstrate flair and imagination. I take a lead role in a group composition and can demonstrate a high level of musical understanding. I can also explore and implement the additional capabilities of Dance EJay software, showing flair and imagination.	I can demonstrate high levels of critical thinking and a deep musical understanding when listening to and appraising music.
Y9.8	I can perform with control and attention to detail. In group performances I make a significant contribution to the impact of the performance.	I can create, adapt and develop original musical ideas, demonstrating that appropriate musical elements and devices have been selected and used effectively. I can give direction to others in a group composition and can accept suggestions. I am able to use dance EJay software to create a composition displays flair and imagination by developing the verse and the chorus when they are repeated. The composition has a clear overall structure and also shows a strong understanding of structure through the careful structuring of the individual sections as well as the whole.	I can make detailed comments on the music I am listening to and can make critical judgements and justify these.
Y9.7	I can perform as a soloist showing stylistic awareness demonstrating a sense of shape and expression. In a group performance I can maintain a significant part within the group and perform with sensitivity to the group making adjustments as necessary.	I can create original musical ideas which demonstrate a good understanding of style and structure. In a group composition. I can help select and refine the musical ideas of the group. I can use Dance EJay successfully to structure my piece and have added bridge sections and an instrumental section.	I can identify a range of styles of music by highlighting their stylistic features and musical devices.
Y9.6	I can perform more complex melodies and chord sequences with accuracy and fluency. I can co-ordinate my part with the other performers in a group with sensitivity to the group.	I can show some imagination when composing and can make use of the appropriate musical elements and devices. I can confidently discuss my musical ideas with others in a group composition. I have used Dance EJay to create an introduction and verse and also added a contrasting and catchy Chorus and an outro.	I can identify various sections within a variety of structures and variety of genres. I can identify instruments, tempo, dynamics and some basic instrumental techniques.
Y9.5	I can perform longer phrases and repeated melodies and chord sequences. I can co-ordinate my part with the other performers in a group showing an awareness of balance.	I demonstrate creative ideas and can use some musical elements successfully using appropriate musical devices. I can contribute ideas to a group. I have created an introduction and verse, the verse includes the use of vocal loops.	I can identify instruments and voices singly and in combination and can comment on tempo and dynamics.

Y9.4

I can perform melodic phrases, simple chords and sequences. I can perform in a group showing awareness of other performers.

I can compose a piece that has structure and demonstrates some use of musical elements and devices. I can listen to the contributions made by all the members of a group and can take direction and act upon it. My arrangement on Dance EJay creates an introduction that successfully layers different loops, showing an understanding of how texture can be built up.

I can identify pulse, thick and thin texture, loud and quiet dynamics and changes of instrumentation.