

Assessing Pupil Progress - Music - Key Stage 3

Level	3	4	5	6	7	8
PERFORMING						
Solo (vocal and instrumental) AF1	To perform simple pieces * moderately accurately	To perform simple pieces * accurately * in time * from notation	To perform more complex pieces * accurately * fluently * from notation	To perform more complex pieces * confidently with a sense of style * with a good understanding of notation * with control of instrument-specific techniques	To perform at a high level * with expressive use of tempo, dynamics and phrasing * with highly developed understanding of notation * with awareness of audience and venue	To perform at a high level * with flair * with awareness of interpretation * with a sense of direction and shape, both within melodic and rhythmic phrases and overall form
Improvisation AF2	To improvise * using a limited range of notes/rhythms * using repetition	To improvise * using a wider range of notes/rhythms * in time with an accompaniment	To improvise a strong melody * with a variety of rhythm patterns and pitch * with clear shape and structure	To improvise extended melodic phrases * with confidence * with a wide range of rhythm patterns * with a sense of style	To improvise developed and extended melodic phrases * with a highly appropriate sense of style	To improvise * with imagination and flair * with highly successful results * across a range of styles
Ensemble AF3	To perform a simple part in an ensemble * moderately accurately	To perform a simple part in an ensemble * accurately * in time * with awareness of how the different parts fit together	To perform a part in an ensemble * accurately and fluently * with confidence * with awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support	To perform a complex part in an ensemble * maintaining concentration whilst others perform different music * making subtle adjustments to fit their own part within a group performance	To perform at a high level in an ensemble * performing on their own instrument * leading and supporting others in the ensemble * taking responsible action to bring about improvements	To perform at a high level in an ensemble * taking initiative to develop the overall performance * suggesting ways to structure the piece more effectively
Practise skills AF4	To practise independently * with guidance	To practise independently * with awareness of practise conventions	To practise independently * with awareness of what needs to be done to improve	To practise independently * with an ability to self-manage practise time	To practise independently * taking responsibility to plan practise time appropriately * supporting others who need help	To practise independently and * rehearse small groups * lead ensemble skills
COMPOSING						
Rhythm AF5	To create simple rhythm patterns * using crotchets and quavers	To create simple rhythm patterns * understanding time signatures * writing simple 4/8 bar rhythms	To write extended rhythm patterns * using more complex rhythmic notation	To write complex rhythm patterns * adding parts	To write complex rhythm patterns * in a variety of time signatures * showing an excellent understanding of notation	To write complex rhythm patterns * with imagination and flair * with a variety of parts
Melody AF6	To create a simple melody * with a limited range of notes/pitches	To create a simple melody * with a range of notes/pitches * with an understanding of steps, leaps, repetition	To create a melody * with a good sense of shape and direction * with simple harmony parts	To create an extended melody * with a good understanding of structure * with more complex harmony parts	To create an extended melody * with harmony parts used in a variety of ways	To create a melody * with imagination and flair * with highly successful results across a range of styles
Musical Ideas AF7	To select musical ideas * with a limited awareness of genre	To select musical ideas * with awareness of genre	To select musical ideas * with a good awareness of genre * with awareness of structure	To select and combine musical ideas * with a good awareness of genre, structure and style * achieving different intended effects	To adapt, develop, extend and discard musical ideas * within given musical structures, styles, genres and traditions * with a highly successful outcome	They compose extended compositions * with a sense of direction and shape, both within melodic and rhythmic phrases and overall form * both following and challenging conventions
LISTENING						
Identify AF8	To identify * the presence of musical elements * and recognise instruments	To identify the presence of * simple musical devices * simple musical structures	To identify the presence of * a variety of musical devices * a variety of musical structures * instruments and their role	To identify and explain the presence of * musical elements, devices and structures	To identify and explain the presence of * musical elements, devices and structures * conventions and contextual influences	To identify, explain and justify the presence of * more complex musical devices and structures * conventions and contextual influences
Describe AF9	To describe, compare and evaluate different kinds of music * with a limited understanding of relevant musical vocabulary	To describe, compare and evaluate different kinds of music * understanding relevant musical vocabulary	To analyse, compare and evaluate musical features * using appropriate musical vocabulary * referring to the venue, occasion and purpose	To analyse, compare and evaluate musical features * discriminating music from different genres and styles * with an ability to explain	To analyse, compare and evaluate musical features * using sophisticated vocabulary and language * with an ability to describe their overall musical effect	To discriminate between musical styles, genres and traditions * commenting on the relationship between the music and its cultural context * making and justifying their own judgements
REVIEWING & EVALUATING						
Evaluate AF10	To suggest improvements to their own work * understanding that simple adjustments will improve the work * listing their ideas	To suggest improvements to their own and others' work * understanding and explaining how changes have improved the work	To refine and improve their work * reflecting on feedback from peers and teachers * explaining reasons for their changes	To refine and improve their work * with awareness of style and structure * explaining the process using appropriate musical vocabulary	To refine and improve their work * justifying their decisions * creating a reflective evaluation	To suggest and implement improvements to their own and others' work * with awareness of conventions and contextual influences * justifying their decisions * creating a highly reflective evaluation

