



SHFGS Assessment Criteria: Y7 MUSIC

Level Descriptor Strands	Below (B)	Working Towards (W)	Expected Standard (E)	Above (A)	Well Above/Outstanding (O)
Performing	<ul style="list-style-type: none"> A performance that has repeated errors and hesitations that frequently interrupt the flow. Includes most of the notes but has limited success in communication. Evidence of some basic technique but limitations have an impact on the musicality. A simple part is maintained within an ensemble with/basic ideas are contributed when improvising. 	<ul style="list-style-type: none"> A performance that has some errors and hesitations that at times interrupt the flow. A good performance that achieves some success in communication. Some understanding of technique with limitations that have little impact on the musicality. A standard part is maintained within an ensemble/ improvisations show an awareness of style. 	<ul style="list-style-type: none"> A good performance that is mainly accurate and fluent. Convincing with some careful attention to communication (dynamics, phrasing, articulation). A good understanding of technique (intonation, bowing, pedalling, breathing). Independent parts are maintained within an ensemble/ improvisations show a sense of style. 	<ul style="list-style-type: none"> A very good performance that is mostly accurate and fluent. Convincing with appropriate communication. A very good understanding of technique (intonation, bowing, pedalling, breathing). Parts are performed securely within an ensemble/improvisations show a secure sense of style. 	<ul style="list-style-type: none"> An outstanding performance that is entirely accurate and fluent. Expressive with a sense of authority (dynamics, phrasing and articulation). Technique is entirely secure (intonation, bowing, pedalling, and breathing). A lead role is taken within ensembles/ improvisations have style and flair.
Composing	<ul style="list-style-type: none"> Musical ideas are created in a basic way. Basic or incomplete structure with limited attempt to develop ideas. One or two musical devices used but they are not entirely convincing. Instruments used in ways that are not playable/limited notation. 	<ul style="list-style-type: none"> Musical ideas show an awareness of elements with some misjudgements. A competent structure which is simple and clear with a sense of development. A range of musical devices attempted with some success. Forces used in a functional manner with an awareness of texture/notation has some misjudgements. 	<ul style="list-style-type: none"> Musical ideas use elements appropriately forming an effective piece relative to the style. Coherent structure with appropriate development of ideas and sense of direction. A range of musical devices from the style are used to good effect. Forces are exploited and textures appropriately varied/ Sections are accurately notated. 	<ul style="list-style-type: none"> Musical ideas use elements successfully relative to the style. Structure has a sense of proportion and development with good use of devices. Devices used successfully to enhance work. Effective handling of forces and textures/accurate notation with some additional detail. 	<ul style="list-style-type: none"> Ideas are advanced and use all elements to excellent effect. Imaginative use of structural devices, ideas developed thoroughly & convincing sense of direction. Stylistic characteristics are assured and appropriate. Idiomatic writing that exploits forces and textures/ Whole piece notated with additional detail.

Listening and Appraising	<ul style="list-style-type: none"> • Simple musical vocabulary is used when prompted but with misunderstandings. • Basic links can be drawn between musical vocabulary and musical styles. • Music theory has gaps resulting in occasional misunderstanding of staff notation, chords and scales. • Limited success in writing down simple melodic and rhythmic ideas. 	<ul style="list-style-type: none"> • Vocabulary is used to describe some of the elements with some minor misjudgements. • Links can be drawn between musical vocabulary and styles with an awareness of context. • Music theory is competent with a sound understanding of staff notation, chords and scales. • Some misjudgements in notating melodic and rhythmic ideas, with an attempt at harmonic. 	<ul style="list-style-type: none"> • Appropriate key vocabulary is used to describe music under all of the elements of music. • Music is placed in historical and cultural context using appropriate vocabulary. • Music theory is solid: good understanding of staff notation, chords and scales. • Music dictation is mostly accurate: rhythmic, melodic, harmonic. 	<ul style="list-style-type: none"> • Well used vocabulary to describe and analyse musical elements. • Musical vocabulary is used to make comparisons between styles. • Music theory is excellent with detailed understanding of harmony, tonality and notation. • Rhythmic, melodic and harmonic dictation is accurate for exam length extracts. 	<ul style="list-style-type: none"> • Excellent use of vocab to analyse music in detail providing evidence of arguments. • Musical vocabulary is used to draw links between styles and create arguments to justify opinions. • Music theory is outstanding with advanced understanding of harmonic extensions and tonality. • Rhythmic, melodic and harmonic dictation is entirely accurate even for advanced musical extracts.
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