



## SHFGS Assessment Criteria: Y8 MUSIC

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

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