

## RHSC MUSIC DEPARTMENT: GCSE ASSESSMENT GRID AND LEVEL DESCRIPTORS

	<b>PERFORMING</b>	<b>COMPOSITION</b>	<b>LISTENING &amp; APPRAISING</b>	<b>ADDITIONAL INDICATORS</b>
	<p><i>Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used.</i></p> <p><i>Develop knowledge, understanding and skills needed to communicate effectively as musicians.</i></p> <p><i>Develop awareness of a variety of instruments, styles and approaches to performing.</i></p> <p><i>Reflect upon and evaluate their own performances.</i></p>	<p><i>Develop composing skills to organise musical ideas and make use of appropriate resources.</i></p> <p><i>Develop awareness of a variety of instruments, styles and approaches to composing.</i></p> <p><i>Develop awareness of music technologies and their use in the creation and presentation of music.</i></p> <p><i>Reflect upon and evaluate their own compositions.</i></p>	<p><i>Engage actively in the process of music study.</i></p> <p><i>Recognise contrasting genres, styles and traditions of music, and develop some awareness of music chronology.</i></p> <p><i>Reflect upon and evaluate the music of others.</i></p> <p><i>Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.</i></p>	<p><i>Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.</i></p> <p><i>Broaden musical experience and interests, develop imagination and foster creativity.</i></p> <p><i>Develop as effective and independent learners with enquiring minds.</i></p>
<b>DESCRIPTOR</b>	<b>Candidates sing and/or play with a sense of style, command of the resources used and make appropriate graduations of tempo, dynamics and balance.</b>	<b>Candidates compose music which shows a coherent and imaginative development of musical ideas and consistency of style and fulfils a brief.</b>	<b>Candidates explore the expressive potential of music resources and convention used in selected genres, and traditions.</b>	<b>Candidates make critical judgements about their own and other's music using an accurate and extensive musical vocabulary.</b>
<b>A*</b>	<p>I can perform an extended composition by myself and in a group at the correct level with melodic and rhythmic accuracy and secure intonation.</p> <p>I can perform music convincingly and stylishly and can skilfully pay attention to articulation, phrasing and dynamic contrast.</p> <p>I can respond to an improvisation stimulus and exploit it with complete fluency and imagination, showing contrast, development and a sound sense of structure.</p>	<p>I can make imaginative use of ideas and conventions in accordance with different styles and genres of music.</p> <p>I can demonstrate excellent and effective selection and handling of resources, and medium, exploiting their potential to the full.</p> <p>I can compose a piece of music with an overall structure that is clear and interesting and shows imaginative use of structural devices.</p> <p>I can compose melody lines that display style and character, use an extended range of chords and compose an effective accompaniment.</p> <p>I can compose with a sensitive awareness of textural matter, exploiting texture to good effect and make inventive decisions on tempo and rhythm.</p> <p>I can make careful, sensitive and appropriate decision on dynamics and use these to enhance my compositions.</p>	<p>I can accurately identify musical elements (pitch, duration, dynamic, tempo, timbre, texture and structure) in music in styles and confidently discuss how they have been used by the composer.</p> <p>I can confidently identify how resources are used in different combinations and identify individual instruments, including those from other countries.</p> <p>I can identify key musical features in specific pieces of music and accurately identify melodic and rhythmic devices used.</p> <p>I can identify and discriminate between major, minor, modal, pentatonic, chromatic and atonal tonalities.</p> <p>I can relate music to the context in which it was created and identify conventions used in different times and places and recognise contrasting genres, styles and tradition of music.</p> <p>I can use appropriate musical vocabulary and express and justify my opinions and preferences.</p>	<p>I can confidently use an extensive musical vocabulary to discuss my own music and the music of others.</p> <p>I can recognise the links between the performance, the composition and the analysis of music to aid my progress in my own performance and composition of music.</p>

<p><b>A</b></p>	<p>I can perform an extended composition by myself and in a group at the required level with melodic and rhythmic accuracy and with the intonation mostly secure.</p> <p>I can perform music with a sense of style and conviction and pay attention to articulation, phrasing and dynamic contrast.</p> <p>I can respond to an improvisation stimulus and exploit it with considerable fluency and imagination, showing contrast, development and a sense of structure.</p>	<p>I can make imaginative use of ideas and conventions in accordance with different styles and genres of music.</p> <p>I can demonstrate a good and effective selection and handling of resources, and medium, exploiting their potential.</p> <p>I can compose a piece of music with an overall structure that is clear and shows use of structural devices.</p> <p>I can compose melody lines that are well constructed, use some harmonic repertoire and create a good accompaniment style.</p> <p>I can compose with a clear awareness of texture, make a good choice of tempo for my music and use interesting rhythms.</p> <p>I can use dynamics to good effect throughout my compositions.</p>	<p>I can accurately identify musical elements (pitch, duration, dynamic, tempo, timbre, texture and structure) in music in styles and discuss how they have been used by the composer.</p> <p>I can identify how resources are used in different combinations and identify individual instruments, including those from other countries.</p> <p>I can identify key musical features in specific pieces of music and identify melodic and rhythmic devices used. I can identify and discriminate between major, minor, modal, pentatonic, chromatic and atonal tonalities.</p> <p>I can relate music to the context in which it was created and recognise contrasting genres, styles and tradition of music.</p> <p>I can use appropriate musical vocabulary and express and justify my opinions and preferences.</p>	<p>I can confidently use musical vocabulary to discuss my own music and the music of others.</p> <p>I can recognise the links between the performance, the composition and the analysis of music to aid my progress in my own performance and composition of music.</p>
<p><b>B</b></p>	<p>I can perform a piece of music by myself and in a group at the required level with broad melodic and rhythmic accuracy and intonation which is often secure.</p> <p>I can perform music with a clear sense of style and can take opportunities to shape the piece using articulation, phrasing and dynamic contrast.</p> <p>I can respond to an improvisation stimulus demonstrating some aspects of fluency and imagination, showing contrast, development and a sense of structure.</p>	<p>I can make good use of standard conventions in accordance with different styles and genres of music.</p> <p>I can demonstrate a good selection and handling of resources, and medium, with some exploitation of their potential.</p> <p>I can compose a piece of music with an overall structure that has a sense of proportion and development with a good use of structural devices.</p> <p>I can compose melody lines that have some sense of shape and can create an appropriate harmony or accompaniment style.</p> <p>I can compose usually appropriate textures and use appropriate choices involving rhythm and tempo.</p> <p>I can use dynamics at appropriate moments in my composition.</p>	<p>I can identify musical elements (pitch, duration, dynamic, tempo, timbre, texture and structure) in music in styles and recognise how they have been used by the composer.</p> <p>I can identify how resources are used in different combinations and identify individual instruments.</p> <p>I can identify key musical features in specific pieces of music and identify melodic and rhythmic devices used.</p> <p>I can identify major, minor, modal, pentatonic, chromatic and atonal tonalities.</p> <p>I can relate music to the context in which it was created and recognise genres and styles.</p> <p>I can use appropriate musical vocabulary and express my opinions and preferences.</p>	<p>I can use musical vocabulary to discuss my own music and the music of others.</p> <p>With help, I can make links between the performance, the composition and the analysis of music to aid my progress in my own performance and composition of music.</p>

DESCRIPTOR	Candidates sing and/or play music with control, making expressive use of phrase and dynamics appropriate to the style and mood of the music.	Candidates compose music which shows ability to develop musical ideas, use conventions, explore the potential of musical structures and resources and fulfils a brief.	Candidates make critical judgement about other's music using a musical vocabulary and describe musical features using musical vocabulary.	Candidates can use their musical knowledge to make improvements to their own work.
<b>C</b>	<p>I can perform a piece of music by myself and in a group at the required level with broad melodic and rhythmic accuracy with the intonation secure for the most part.</p> <p>I can perform music with an awareness of style and make attempt to shape the music using articulation, phrasing and dynamic contrast.</p> <p>I can respond to an improvisation stimulus demonstrating some fluency and show contrast, development and some sense of structure.</p>	<p>I can make some use of standard conventions in accordance with different styles and genres of music.</p> <p>I can use resources in a functional manner and demonstrate some exploitation of the potential of the medium.</p> <p>I can compose functional melody lines, and use basic chords in a functional manner.</p> <p>I can compose with an adequate awareness of texture, choose a tempo for my music and use functional rhythms.</p> <p>I can use dynamics at some appropriate moments in my composition.</p>	<p>I can identify musical elements (pitch, duration, dynamic, tempo, timbre, texture and structure) in music.</p> <p>I can identify how resources are used in some different combinations and identify individual instruments.</p> <p>I can identify key musical features in specific pieces of music and identify melodic and rhythmic devices used.</p> <p>I can identify major, minor, pentatonic and atonal tonalities.</p> <p>I can relate music to the context in which it was created and recognise genres and styles.</p> <p>I can use appropriate musical vocabulary and express my opinions and preferences.</p>	<p>I can use some musical vocabulary to discuss my own music and the music of others.</p> <p>With help, I can see the links between the performance, the composition and the analysis of music to aid my progress in my own performance and composition of music.</p>
<b>D</b>	<p>I can perform a piece of music by myself and in a group, gaining melodic and rhythmic accuracy in the more straightforward passages.</p> <p>I can perform music with a basic awareness of style with a few attempts to shape the music using articulation, phrasing and dynamic contrast.</p> <p>I can respond to an improvisation stimulus demonstrating some limited fluency and show limited development and sense of structure.</p>	<p>I can make a limited attempt to use some standard conventions in accordance with different styles and genres of music.</p> <p>I can use resources in a functional manner and demonstrate some awareness of performing forces.</p> <p>I can compose a piece of music that uses structural devices most of the time and has some sense of proportion and development.</p> <p>I can compose functional melody lines, and use basic chords in a functional manner.</p> <p>I can compose with an adequate awareness of texture, choose a tempo for my music and use functional rhythms.</p> <p>I can use limited dynamics at some appropriate moment in my compositions.</p>	<p>I can identify musical elements (pitch, duration, dynamic, tempo, timbre, texture and structure) in music.</p> <p>I can identify how resources are used in a limited amount of different combinations and identify individual instruments.</p> <p>I can identify key musical features in specific pieces of music and identify some of the melodic and rhythmic devices used.</p> <p>I can identify major, minor and pentatonic tonalities.</p> <p>I can recognise genres and styles.</p> <p>I can use appropriate musical vocabulary and express my opinions and preferences.</p>	<p>I can discuss my own music and the music of others, using limited musical vocabulary.</p> <p>With help, I can see how studying other's music can aid my progress in my own performance and composition of music.</p>

<b>E</b>	<p>I can perform a piece of music by myself and in a group where the melodic and rhythmic accuracy are occasionally evident.</p> <p>I am aware of performing in different styles of music and how articulation, phrasing and dynamic contrast can help shape a piece of music.</p> <p>I can respond to an improvisation stimulus demonstrating some limited fluency and mostly use repetition to gain a sense of structure.</p>	<p>I can realise and develop some ideas in accordance with different styles and genres of music.</p> <p>I can use resources in a limited and functional manner and demonstrate some awareness of performing forces.</p> <p>I can compose music with a limited use of structural devices.</p> <p>I can compose a melody and use very basic chords.</p> <p>I can compose with a limited awareness of texture, choose a tempo for my music and use functional rhythms.</p> <p>I can use limited dynamics at some appropriate moment in my compositions.</p>	<p>I can identify some musical elements (pitch, duration, dynamic, tempo, timbre, texture and structure) in music.</p> <p>I can identify how some resources are used in a limited amount of different combinations and identify some individual instruments.</p> <p>I can identify key musical features in specific pieces of music and identify some of the melodic and rhythmic devices used.</p> <p>I can identify major and minor tonalities.</p> <p>I can recognise some genres and styles.</p> <p>I can use appropriate musical vocabulary and express my opinions.</p>	<p>I can discuss my own music and the music of others.</p> <p>With help, I can see how studying other's music can aid my progress in my own performance and composition of music.</p>
<b>DESCRIPTOR</b>	<b>Candidates sing and/or play music with some fluency and control of the resources used.</b>	<b>Candidates compose music which shows some ability to organise musical ideas and use appropriate resources in response to a brief.</b>	<b>Candidates describe musical features using a simple musical vocabulary and offer some justifications of opinions expressed.</b>	<b>Candidates can use their musical knowledge to make improvements to their own work.</b>
<b>F</b>	<p>I can perform simple pieces of music by myself and as part of a group, with some degree of melodic and rhythmic accuracy.</p> <p>I can perform in a limited range of styles and have made an attempt to phrase the music and apply some dynamic contrast.</p> <p>I can improvise small simple phrases of music using repetition.</p>	<p>I can develop some compositional ideas in a small number of styles.</p> <p>I can use resources in a limited manner and demonstrate some knowledge of different instruments.</p> <p>I can compose musical phrases that can be put together to make a structure.</p> <p>I can compose a short melody that could fit along with basic chords.</p> <p>I can use a limited dynamics at some points in my compositions.</p>	<p>I can identify some of the musical elements in pieces of music played to me.</p> <p>I can identify some different instruments and recognise how they can be group to form musical ensembles.</p> <p>I can identify some melodic and rhythmic features in a piece of music.</p> <p>I can recognise if a piece of music is in a major or minor key by ear.</p> <p>I can recognise some different genres and styles.</p> <p>I can use some musical vocabulary and express my opinions.</p>	<p>I can discuss my own music and the music of others.</p> <p>With help, I can look at the music of other's to help with my own performing and composing skills.</p>
<b>G</b>	<p>I can perform simple, short pieces of music by myself and as part of a group, with some degree of accuracy.</p> <p>I can perform in a small range of styles and improvise simple phrases of music using repetition.</p>	<p>I can create some compositional ideas in a limited number of styles and using a limited range of instruments.</p> <p>I can compose short melodic and rhythmic phrases with some sense of harmonic shape.</p>	<p>I can identify some melodic and rhythmic musical elements and in music played to me and identify some different instruments.</p> <p>I can recognise some different styles and genres and discuss their similarities and differences.</p>	<p>With prompting, I can discuss my own music and the music of others.</p> <p>I can listen to music to gain ideas for my own performing and composing work.</p>

<b>H</b>	<p>I can perform very simple and short pieces of music by myself and in a small group, or a large group with support, that may be in different styles.</p> <p>I can create some simple compositional ideas, including simple melodic and rhythmic phrases on a limited range of instruments.</p> <p>I can identify some musical features in a piece of music played to me and identify most of the common instruments playing.</p> <p>I can recognise some different styles of music and discuss how they sounds similar or difference.</p>	<p>I can identify what I need to do to improve my work.</p> <p>I can listen to music to gain ideas for my own work.</p>
<b>I</b>	<p>I can perform short phrases of music by myself and contribute to a group performance.</p> <p>I can compose short melodic and/or rhythmic phrases, that with help I could put together to make a short piece of music.</p> <p>I can identify some musical features in a piece of music played to me and pick out some instruments that are playing in music of different styles.</p>	<p>I can comment on my work and think of ways to improve it.</p> <p>I can listen to music and with help, find ways to improve my own work.</p>
<b>J</b>	<p>I can perform very short phrases of music on the Keyboard or a percussion instrument and/or I can sing short phrases.</p> <p>I can compose very short melodic and/or rhythmic idea and explore hoe sounds can be organised.</p> <p>I can identify a limited amount of musical features in a piece of music played to me and identify a small range of instruments.</p>	<p>I can listen to others perform and talk about my work with a teacher or LSA.</p>
<b>K</b>	<p>I can, with support, identify notes of the Keyboard and join them together to form a short melody and/or sing short phrases with help.</p> <p>I can come up with some very short melodic or rhythmic ideas.</p> <p>I can talk about how some instruments sound in a piece of music played to me.</p>	<p>I can listen to others perform and listen to advice given to me about my work and try to act on it.</p>
<b>L</b>	<p>I can, with support, make sounds on the Keyboard, on simple percussion instruments and, where appropriate, using my voice.</p> <p>I can, with support, make up my own music using sounds on instruments and, where appropriate, using my voice.</p> <p>I can, with support, listen to different types of music and identify a very limited range of common instruments.</p>	<p>I can listen to others perform music and decide if I enjoy the music or not.</p>
<b>M</b>	<p>I can, with support, make sounds on the Keyboard and/or on simple percussion instruments.</p> <p>I can, with support, make up my own music using sounds on the Keyboard and/or simple percussion instruments.</p> <p>I can, with support, listen to some different types of music.</p>	<p>I can listen to others perform music.</p>