

Music Steps for Year 7-9		Descriptors					
Assessment Key		Deployment of Knowledge		Deployment of Musical Performance Skills		Deployment of Musical Composition Skills	
Year 7							
Level 1 Pass	1	Recall Select Identify	Learners are able to recall knowledge to some circumstances. They can select knowledge to situations and can use knowledge recall when making decisions. <i>You know between 20-30 % of the factual information of the topic studied.</i>	Demonstrate a limited technical control and interpretation of the music. Identify with some guidance areas of strengths and development to improve future performances. Limited personal management and musical performance skills in rehearsal. Music is performed with limited technical and interpretive skills.	Create contrasting Musical Ideas that can form a basis for a composition. Techniques to develop the musical ideas melodically or harmonically are limited. The composition is developed in parts and is completed but in draft form.		
Level 1 Merit	2						
Level 1 Distinction	3	Describe, List Finding Retrieving	Learners are beginning to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a growing knowledge of the key terms. <i>You know between 30-46 % of the factual information of the topic studied.</i>				
Level 2 Pass	4	Explain Summarise	Learners are able to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a sound knowledge of the key terms. <i>You know between 46-62 % of the factual information of the topic studied.</i>	Demonstrate competent technical control and interpretation of the music. Review performances and recordings describing strengths and areas to develop. Competent personal management and musical performance skills in rehearsal. Music is performed using relevant technical and competent interpretive skills.	Create contrasting musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. Melodic and Harmonic techniques are used to develop the composition into a more extended piece. Musical Structures are used to develop the composition. Musical Ideas are presented appropriately and clearly.		
Assessment Key		Deployment of Knowledge		Deployment of Musical Performance Skills		Deployment of Musical Composition Skills	
Year 8							
Level 1 Merit	2	Recall Select Identify	Learners are able to recall knowledge to some circumstances. They can select knowledge to situations and can use knowledge recall when making decisions. <i>You know between 20-30 % of the factual information of the topic studied.</i>	Demonstrate a limited technical control and interpretation of the music. Identify with some guidance areas of strengths and development to improve future performances. Limited personal management and musical performance skills in rehearsal. Music is performed with limited technical and interpretive skills.	Create contrasting Musical Ideas that can form a basis for a composition. Techniques to develop the musical ideas melodically or harmonically are limited. The composition is developed in parts and is completed but in draft form.		
Level 1 Distinction	3	Describe, List Finding Retrieving	Learners are beginning to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a growing knowledge of the key terms. <i>You know between 30-46 % of the factual information of the topic studied.</i>				
Level 2 Pass	4	Explain Summarise	Learners are able to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a sound knowledge of the key terms. <i>You know between 46-62 % of the factual information of the topic studied.</i>	Demonstrate competent technical control and interpretation of the music. Review performances and recordings describing strengths and areas to develop. Competent personal management and musical performance skills in rehearsal. Music is performed using relevant technical and competent interpretive skills.	Create contrasting musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. Melodic and Harmonic techniques are used to develop the composition into a more extended piece. Musical Structures are used to develop the composition. Musical Ideas are presented appropriately and clearly.		
Level 2 Merit	5	Apply Classify Teach	Learners are able to confidently recall and apply knowledge to industry briefs, commissions and circumstances. Learners will start to make judgements about the consequences of effective and ineffective ways of working and begin to make recommendations on solutions, controls, plans and future actions. <i>You know between 62-80 % of the factual information of the topic studied.</i>	Demonstrate competent technical control and interpretation of the music. Consistency is shown in focus, response and in effort in practice when developing the above musical skills. Present review of progress with explanations of strengths and areas for development. Demonstrate consistent personal management skills with competent and confident application of music performance skills in rehearsal. Music is performed with confidence and consistency using relevant technical and interpretive performance skills competently to demonstrate stylistic qualities.	Create contrasting and effective musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. The application of the starting points are appropriate. Melodic and Harmonic Techniques are used skillfully and effectively to develop the composition into a more extended piece. Musical structures are used effectively to develop the composition to fully meet the composition brief. Musical Ideas are presented in appropriate formats with clarity and accuracy.		

Assessment Key			Deployment of Knowledge	Deployment of Musical Performance Skills	Deployment of Musical Composition Skills
<b>Year 9</b>					
<b>Level 1 Distinction</b>	3	Describe, List Finding Retrieving	Learners are beginning to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a growing knowledge of the key terms. <i>You know between 30-46 % of the factual information of the topic studied.</i>	Demonstrate a limited technical control and interpretation of the music. Identify with some guidance areas of strengths and development to improve future performances. Limited personal management and musical performance skills in rehearsal. Music is performed with limited technical and interpretive skills.	Create contrasting Musical Ideas that can form a basis for a composition. Techniques to develop the musical ideas melodically or harmonically are limited. The composition is developed in parts and is completed but in draft form.
<b>Level 2 Pass</b>	4	Explain Summarise	Learners are able to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a sound knowledge of the key terms, processes and job roles in the music industry. They are able to define and communicate key aspects of the work of music industry organisations and those who work in them, selecting appropriate actions in familiar and routine contexts. They are able to relate knowledge to vocational and realistic situations, making some decisions on valid applications and impact. You know between 46-62 % of the factual information of the topic studied.	Demonstrate competent technical control and interpretation of the music. Review performances and recordings describing strengths and areas to develop. Competent personal management and musical performance skills in rehearsal. Music is performed using relevant technical and competent interpretive skills.	Create contrasting musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. Melodic and Harmonic techniques are used to develop the composition into a more extended piece. Musical Structures are used to develop the composition. Musical Ideas are presented appropriately and clearly.
<b>Level 2 Merit</b>	5	Apply Classify Teach	Learners are able to confidently recall and apply knowledge to industry briefs, commissions and circumstances. Learners will show a growing understanding of different situations and begin to make effective judgements about organisations, job roles and responsibilities within the music industry. They will begin to analyse data and information, selecting appropriate concepts and making recommendations at times. Learners will start to make judgements about the consequences of effective and ineffective ways of working and begin to make recommendations on solutions, controls, plans and future actions. You know between 62-80 % of the factual information of the topic studied.	Demonstrate competent technical control and interpretation of the music. Consistency is shown in focus, response and in effort in practice when developing the above musical skills. Present review of progress with explanations of strengths and areas for development. Demonstrate consistent personal management skills with competent and confident application of music performance skills in rehearsal. Music is performed with confidence and consistency using relevant technical and interpretive performance skills competently to demonstrate stylistic qualities.	Create contrasting and effective musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. The application of the starting points are appropriate. Melodic and Harmonic Techniques are used skillfully and effectively to develop the composition into a more extended piece. Musical structures are used effectively to develop the composition to fully meet the composition brief. Musical Ideas are presented in appropriate formats with clarity and accuracy.
	6	Analysis Examine Simplify			
<b>Music Steps for Year 10 &amp; 11</b>					
Assessment Key			Deployment of Knowledge	Deployment of Musical Performance Skills	Deployment of Musical Composition Skills
<b>Year 10</b>					
<b>Level 1 Distinction</b>	3	Describe, List Finding	Learners are beginning to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a growing knowledge of the	Demonstrate a limited technical control and interpretation of the music. Identify with some guidance areas of strengths and development to improve future performances.	Create contrasting Musical Ideas that can form a basis for a composition. Techniques to develop the musical ideas melodically or harmonically are limited. The composition is
<b>Level 2 Pass</b>	4	Explain Summarise	Learners are able to recall and apply knowledge to familiar scenarios including industry briefs, commissions and circumstances. They have a sound knowledge of the key terms, processes and job roles in the music industry. They are able to define and communicate key aspects of the work of music industry organisations and those who work in them, selecting appropriate actions in familiar and routine contexts. They are able to relate knowledge to vocational and realistic situations, making some decisions on valid applications and impact. You know between 46-62 % of the factual information of the topic studied.	Demonstrate competent technical control and interpretation of the music. Review performances and recordings describing strengths and areas to develop. Competent personal management and musical performance skills in rehearsal. Music is performed using relevant technical and competent interpretive skills.	Create contrasting musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. Melodic and Harmonic techniques are used to develop the composition into a more extended piece. Musical Structures are used to develop the composition. Musical Ideas are presented appropriately and clearly.
<b>Level 2 Merit</b>	5	Apply Classify Teach	Learners are able to confidently recall and apply knowledge to industry briefs, commissions and circumstances. Learners will show a growing understanding of different situations and begin to make effective judgements about organisations, job roles and responsibilities within the music industry. They will begin to analyse data and information, selecting appropriate concepts and making recommendations at times.	Demonstrate competent technical control and interpretation of the music. Consistency is shown in focus, response and in effort in practice when developing the above musical skills. Present review of progress with explanations of strengths and areas for development. Demonstrate consistent personal management skills with competent and confident application of music performance skills in rehearsal. Music is performed with	Create contrasting and effective musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. The application of the starting points are appropriate. Melodic and Harmonic Techniques are used skillfully and effectively to develop the composition into a more extended piece. Musical structures
	6	Analysis Examine Simplify			
<b>Level 2 Distinction</b>	7	Create Develop Construct	Learners are able to synthesise knowledge of music arts industry bringing together understanding and concepts and applying them to sometimes non-routine and unfamiliar contexts. They will show understanding of different situations, making effective judgements based on analysis of given information about organisations, job roles and responsibilities. They will be able to analyse data and information, selecting appropriate concepts and making recommendations. They will be able to make judgements about the consequences of effective and ineffective ways of working and make recommendations on solutions, controls, plans and future actions. You know 80-90 % of the factual information of the topic studied.	Demonstrate competent use and control of technical and interpretive skills in musical performance. This includes stylistic qualities and a high level of focus, response and effort in practice and development. Present a review of musical performance skills where qualitative judgements about strengths and areas for development are evident. Demonstrate a high level of personal management skills with competent, confident, fluent and sustained application of music performance skills in rehearsal. Perform music with confidence, consistency and ease, using relevant technical and interpretive performance skills competently and fluently and fully demonstrating stylistic qualities.	Create detailed and contrasting musical Ideas that can form a basis for a composition. The musical ideas have at least 2 different starting points (rhythm or melody) including but not exceeding imitation/ scalar movement/ chord progressions. The application of the starting points are imaginative and appropriate. Melodic and Harmonic techniques are selected skillfully and effectively to develop the composition and are imaginative and show flair. Structures are selected skillfully to develop the composition showing imagination, style and flair which relates to the musical brief. Musical Ideas are presented appropriately with clarity accuracy and attention to detail.