



Finham Park School



KS3 MUSIC PERFORMANCE Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
I perform with basic instrumental technique and the ability to keep time either as a soloist or ensemble performer with some success.	<input type="checkbox"/>	I perform with basic instrumental technique and the ability to keep time either as a soloist or ensemble performer.	<input type="checkbox"/>	I demonstrate understanding of the role of the leader in performance and independently solve problems.	<input type="checkbox"/>
I can sing an age-appropriate piece in a group my tuning is insecure with limited projection.	<input type="checkbox"/>	I perform with understanding of the terminology used in the works being performed.	<input type="checkbox"/>	I perform using technique that is expressive, musical and accurate.	<input type="checkbox"/>
	<input type="checkbox"/>	I perform an age-appropriate part as part of an ensemble with success.	<input type="checkbox"/>	I perform with timing that is sensitive in solo / ensemble settings.	<input type="checkbox"/>
		I sing age-appropriate pieces in a group with secure tuning, and some projection.	<input type="checkbox"/>	I perform deeper understanding of the terminology used in the works being performed and to begin applying more advanced terminology.	<input type="checkbox"/>
				I can play a Grade 1 or higher piece on my instrument successfully.	<input type="checkbox"/>
				I can sing a Grade 2 or higher piece successfully with confident projection.	<input type="checkbox"/>

CURRICULUM INTENT: To engage beginner, intermediate, and advance musician. Developing their experience, and music literacy together with the listening and appraising skills to hear, and critically appraise music as well as play instruments. Opportunities to perform will be offered to students. Expose students to music from all genres which over time cover many aspects of the wonderful genres from around the world. Students learning through each academic year prepares them for the next curriculum year ahead from KS3 to A level.



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KS3 MUSIC PERFORMING Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
I can perform an age-appropriate piece as part of an ensemble with some success.	<input type="checkbox"/>	I can perform an age-appropriate part as part of an ensemble with success.	<input type="checkbox"/>	I can perform an age-appropriate piece with technique that is expressive, musical and accurate.	<input type="checkbox"/>
I can sing an age-appropriate piece in a group where tuning is insecure and limited projection.	<input type="checkbox"/>	I can sing an age-appropriate piece in a group with secure tuning, and some projection.	<input type="checkbox"/>	I take on the role of the leader in performance and independently solve problems with some success.	<input type="checkbox"/>
I can perform some basic instrumental techniques as a soloist or ensemble performer.	<input type="checkbox"/>	I perform with improved basic instrumental technique and the ability to keep time either as a soloist or ensemble performer.	<input type="checkbox"/>	I can sing a Grade 3 or higher piece successfully with confident projection.	<input type="checkbox"/>
		I perform demonstrating an understanding of the terminology used in the works being performed.	<input type="checkbox"/>	I can play a Grade 2 or higher piece on my instrument successfully.	<input type="checkbox"/>
				In performance I demonstrate timing that is sensitive in both solo and ensemble settings.	<input type="checkbox"/>
				In performance I demonstrate deeper understanding of the terminology used in the works being performed and begin applying more advanced terminology.	<input type="checkbox"/>

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KS3 MUSIC PERFORMING Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
I can perform an age-appropriate piece as part of an ensemble with some success.	<input type="checkbox"/>	I can perform an age-appropriate part as part of an ensemble with success.	<input type="checkbox"/>	I can perform an age-appropriate piece with technique that is expressive, musical and accurate.	<input type="checkbox"/>
I can sing an age-appropriate piece in a group where tuning is insecure and limited projection.	<input type="checkbox"/>	I can sing an age-appropriate piece in a group with secure tuning, and some projection.	<input type="checkbox"/>	I lead the rehearsal working independently to solve problems successfully.	<input type="checkbox"/>
I can perform some basic instrumental techniques as a soloist / ensemble performer.	<input type="checkbox"/>	I perform with improved basic instrumental technique and the ability to keep time either as a soloist or ensemble performer.	<input type="checkbox"/>	I can sing a Grade 4 or higher piece with excellent tuning, and confident projection.	<input type="checkbox"/>
		I perform demonstrating an understanding of the terminology used in the works being performed.	<input type="checkbox"/>	I can play a Grade 3 or higher piece on my instrument successfully.	<input type="checkbox"/>
				In performance I demonstrate timing that is sensitive in both solo and ensemble settings.	<input type="checkbox"/>
				In performance I accurately perform music directions.	<input type="checkbox"/>




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Finham Park School



KS3 MUSIC COMPOSITION Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
I compose simple pieces in a given style using composing software with some success.	<input type="checkbox"/>	I can compose simple pieces on given stimuli using composing software successfully.	<input type="checkbox"/>	My composition demonstrates a strong understanding of the expressive use of musical elements. (MAD T-SHIRT TOP).	<input type="checkbox"/>
I compose with some awareness of notes that work well together.	<input type="checkbox"/>	I compose with an understanding of notes that work well together in order to create a successful piece.	<input type="checkbox"/>	I use dynamics to add contrast.	<input type="checkbox"/>
		I compose simple ideas that offer potential for development.	<input type="checkbox"/>	I use articulation to add contrast.	<input type="checkbox"/>
			<input type="checkbox"/>	I compose ideas with more complex rhythms.	<input type="checkbox"/>

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KS3 MUSIC COMPOSING Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
I compose simple pieces in a given style using composing software with some success.	<input type="checkbox"/>	I compose simple pieces in a given style using composing software.	<input type="checkbox"/>	I compose simple pieces that are organised, coherent, and sound complete.	<input type="checkbox"/>
I compose with some understanding of notes that work well together in order to create a composition.	<input type="checkbox"/>	I compose with an increased understanding of notes that work well together in order to create a composition.	<input type="checkbox"/>	I can confidently make expressive use of the musical elements and use appropriate musical devices. (MAD T-SHIRT TOP).	<input type="checkbox"/>
compose using a limited number of musical elements.	<input type="checkbox"/>	I compose with musical elements and resources appropriately.	<input type="checkbox"/>	I develop my ideas to create a musically satisfying piece within a given structure.	<input type="checkbox"/>
I compose with limited organisation and structure; the piece is incomplete.	<input type="checkbox"/>	My composition is generally effective and coherent.	<input type="checkbox"/>		<input type="checkbox"/>

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KS3 MUSIC COMPOSING Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
I compose more complex pieces in a given style using composing software with some success.	<input type="checkbox"/>	I compose more complex pieces in a given style using composing software.	<input type="checkbox"/>	I compose complex pieces that are organised, and coherent.	<input type="checkbox"/>
I compose with some understanding of notes that work well together in order to create a composition.	<input type="checkbox"/>	I compose with a secure understanding of notes that work well together in order to create a composition.	<input type="checkbox"/>	I compose with some success in developing my ideas.	<input type="checkbox"/>
I compose a piece using a chosen brief with some success.	<input type="checkbox"/>	I compose a piece that is generally effective in response to the chosen brief.	<input type="checkbox"/>	I compose confidently using a variety of musical elements. (MAD T-SHIRT TOP).	<input type="checkbox"/>
I compose using a few of the musical elements successfully. (MAD T-SHIRT TOP).	<input type="checkbox"/>	I compose using some musical elements successfully. (MAD T-SHIRT TOP).	<input type="checkbox"/>	I compose changing the time signature in my piece.	<input type="checkbox"/>
				I compose changing the key signature in my piece.	<input type="checkbox"/>
				I compose successfully changing the texture with creativity.	<input type="checkbox"/>

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KS3 MUSIC LISTENING & APPRAISING Assessment Statements – Year 7

Working Towards		Working At		Greater Depth	
I can identify a few instruments (i.e. orchestral families, rock instruments etc.) .	<input type="checkbox"/>	I can identify some instruments (i.e. orchestral families, rock instruments etc.)	<input type="checkbox"/>	I am can identify instruments and orchestral families.	<input type="checkbox"/>
I can identify limited musical styles/genres.	<input type="checkbox"/>	I am can identify a few musical styles/genres.	<input type="checkbox"/>	I can identify styles/genre based on instrumentation.	<input type="checkbox"/>
		I can explain what can be heard using the musical elements with some success.	<input type="checkbox"/>	I can explain what can be heard using the musical elements.	<input type="checkbox"/>
		I can recognise simple time signatures with some success.	<input type="checkbox"/>	I can recognise time signatures with success.	<input type="checkbox"/>

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KS3 MUSIC LISTENING & APPRAISING Assessment Statements – Year 8

Working Towards		Working At		Greater Depth	
I can identify instruments appropriate to the genre with some success.	<input type="checkbox"/>	I can identify instruments appropriate to the genre with increasing accuracy.	<input type="checkbox"/>	I can accurately identify instruments appropriate to the genre with increasing confidence with the ability to link connections to other genres.	<input type="checkbox"/>
I can identify musical genres/styles with some success.	<input type="checkbox"/>	I can identify musical genres/styles with increasing accuracy.	<input type="checkbox"/>	I can identify key elements of musical genres/styles.	<input type="checkbox"/>
I can recognise simple time signatures with some success.	<input type="checkbox"/>	I can recognise simple time signatures with success.	<input type="checkbox"/>	I can recognise many musical elements successfully.	<input type="checkbox"/>
I can recognise simple singing techniques with limited success.	<input type="checkbox"/>	I can recognise simple singing techniques with some success.	<input type="checkbox"/>	I can recognise simple singing techniques successfully.	<input type="checkbox"/>

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KS3 MUSIC LISTENING & APPRAISING Assessment Statements – Year 9

Working Towards		Working At		Greater Depth	
I can identify some instruments appropriate to the genre with increasing confidence.	<input type="checkbox"/>	I can identify most musical genres / styles.	<input type="checkbox"/>	I can identify musical genres / styles.	<input type="checkbox"/>
I can identify some key elements of musical genres/styles with confidence.	<input type="checkbox"/>	I can identify most key elements of musical genres/styles with confidence.	<input type="checkbox"/>	I can demonstrate the differences in musical styles/genres through verbal/written descriptions.	<input type="checkbox"/>
I can demonstrate recognition of some musical elements based on listening.	<input type="checkbox"/>	I can demonstrate recognition of most musical elements based on listening.	<input type="checkbox"/>	I can use music vocabulary to compare different pieces with successfully.	<input type="checkbox"/>
I can use music vocabulary to compare different pieces with limited success.	<input type="checkbox"/>	I can use music vocabulary to compare different pieces with some success	<input type="checkbox"/>	I recognise simple and compound time with increasing accuracy.	<input type="checkbox"/>
I can recognise music technology effects with limited success.		I can recognise the metre of the time signature with some success in identifying simple and compound time.	<input type="checkbox"/>	I can demonstrate recognition of different singing techniques with success.	<input type="checkbox"/>
		I can recognise different singing techniques with some success.	<input type="checkbox"/>	I can recognise music technology effects with successfully.	
		I can recognise music technology effects with some success.	<input type="checkbox"/>		

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