

<b>MUSIC</b>	<b>Performance (solo / individual part)</b> Areas of focus: <i>Technique (inc. difficulty).</i> <i>Technical control – accuracy in pitch, rhythm, and fluency.</i>	<b>Ensemble/Group performance</b> Areas of focus, in addition to solo performance: <i>Communication / Timing.</i> <i>Reaction / adjustment.</i>	<b>Improvisation</b> Areas of focus: <i>Coherence and contrast of stimulus.</i> <i>Accuracy / control.</i>	<b>Composition / arrangement</b> Areas of focus: <i>Development of musical ideas and style. Use and control of musical elements, pitch, rhythm, texture, harmony, structure.</i>	<b>Listening &amp; Appraising</b> Areas of focus: <i>Use of terminology.</i> <i>Recognition of features.</i> <i>Comparison of styles.</i> <i>Making informed descriptions of music.</i>
<b>Mastered</b>  <i>Original, Exciting, Risk taking, Developed, Skilful.</i>	A highly accurate and stylish performance, with technical demands of the instrument met. The performance is entirely fluent including a wide range of expression, articulation, dynamics and has good intonation where appropriate. An exciting and original interpretation if the music.	Original organisation and excellent communication throughout. Excellent awareness of balance of parts and reaction/adjustment. Support given throughout whole process to others. Performances are sensitive and show reactive tempo, dynamics and balance between performers. Original music and accompaniments are included. Interpretation is stylish, well-planned, and exciting.	Accurate use of stimulus, with an interesting sense of variety and contrast achieved. Repetition used clearly as part of the overall structure, when needed. Well balanced, coherent, stylish and effective.	Musical ideas are developed and extended to create a well-balanced piece with contrast and a sense of wholeness. An exciting and original piece of music.	Contextualise and discriminate between musical styles and genres. Able to analyse differing interpretations and intentions to create an informed opinion
<i>Piece will probably be technically demanding, any mistakes (1-2) are insignificant. Dynamics and musical elements are used to shape the music. Skilled additions are made to the music where appropriate to enhance the performance.</i>					
<b>Skilled</b>  <i>Context Creative Range</i>	Performance is accurate with few errors, having no overall impact on success or fluency of the music. Tempo is regular, and expression is used to shape the music into an interesting interpretation.	Communication is clear and organization is very strong and creative. Excellent awareness of balance of part(s) and reaction/adjustment where necessary to tempo or dynamic changes. Support given to ensemble at times in the process to ensure a fluent group performance.	Accurate use of stimulus with a good sense of variety and balance and musical timing, in a coherent performance.	Musical ideas are developed and extended effectively with excellent control of musical elements, any misjudgments have no serious impact on the piece. Balance and contrast are managed in the structure with good fluency and a sense of coherence.	Analysis includes identification and comparison of musical genres, styles and the use of musical conventions or characteristics
<i>Slight hesitation with minimal impact overall. Piece may contain original additions or own accompaniment patterns if piano based.</i>					
<b>Confident</b>  <i>Independent Explores Impact</i>	Technical control of instrument is consistent with no more than one or two noticeable errors which have minimal impact on performance- as a whole. Tempo, range and dynamics begin to shape the performance where appropriate.	Communication is good with appropriate organisation. Good awareness of balance of part(s) and reaction where appropriate. Some support given to other members of ensemble. Music performed accurately.	Mostly accurate use of stimulus with developed ideas and attempt at variety.	Musical ideas are developed and extended within the given style and features are selected appropriately. Musical elements are controlled and misjudgments have limited impact on the piece as a whole. Contrast is attempted within the structure.	and genres. Description of how music reflects its context through the use of musical elements. Confident use of key vocabulary
<i>The piece will likely be the full length or a more complex option. Expression may be explored verbally rather than live. Hesitation does not detract from the positive impression of the music.</i>					

<p><b>Secure</b></p> <p><i>Consistent Growing independence</i></p>	<p>Student can perform accurate pitch and rhythms most of the time with errors having only a small impact on the performance. Performance is reasonably fluent, there begins to be explanations and examples of rhythms, chords, dynamics and expression used.</p>	<p>Ensemble communicates together but still a few misjudgments in timing or roles meaning some errors still present.</p>	<p>Correct notes of stimulus used with some good attempts at rhythms or patterns. Convincing overall, but music may have limited movement, or repeated phrases.</p>	<p>Musical ideas are developed within the style but one or two misjudgments of musical elements still. A structure is clear, and fluency maintained for most of the performance.</p>	<p>Use of musical vocabulary to identify and describe the features and changes heard within the music</p>
	<p><i>Omissions of notes/rhythms and errors (pitch/rhythm) have limited impact on success of performance overall. Might be rocking/inconsistent tempo and the piece might be too difficult, but the essentials are in place.</i></p>				
<p><b>Developing</b></p> <p><i>Prompt Sometimes Give reasons</i></p>	<p>Technical control of the instrument is attempted with some success. Some interruptions or hesitations due to pitch, tempo or rhythmic errors.</p>	<p>Some support from teacher necessary but basic communication between one or two parts of ensemble clear. Can identify some of the necessary parts/timing within the ensemble.</p>	<p>Notes from the scale used but little attempt at stylistic rhythms or patterns. Giving a “free for all” impression, within the basic parameters.</p>	<p>Ideas begin to be developed but some obtrusive misjudgments of musical elements. Stylistic features attempted with some inconsistency. A basic structure with attempt at fluency.</p>	<p>Identification of changes in the music with simple musical vocabulary used</p>
	<p><i>Technique is attempted and student can describe accurate techniques. Interruptions to the performance are regular and intrusive.</i></p>				
<p><b>Emerging</b></p> <p><i>Simple Some With help</i></p>	<p>Play or sing and recognise simple patterns and simple melodic shapes and rhythms. Performance may only be from memory, rather than full works. Instrumental technique is developing, in a short performance which has some hesitations.</p>	<p>Lots of support is needed from the teacher or other group members, in order to achieve the performance. Music may have errors or emissions of notes and rests.</p>	<p>Basic attempt at using notes from a scale or rhythm, but it is random and not structured or planned. Errors are evident, and the student cannot explain where ideas were based on the stimulus.</p>	<p>Limited ideas with little development or stylistic features attempted outside of the plan. Structure is unsure, or not finished.</p>	<p>Recognition of instruments and identification of simplistic uses of musical elements. No technical terminology used.</p>
	<p><i>Instrumental technique is developing, and the fluency is interrupted by hesitations or errors.</i></p>				