

MUSIC

BROCKINGTON COLLEGE

ABILITY BAND AND ASSESSMENT POINT DESCRIPTORS

Music Year 8 AP1

Ability Band 3	Ability Band 2	Ability Band 1
<ul style="list-style-type: none"> • Can play musical parts that use a range of notes and rhythms with some accuracy and fluency. • Can improvise effectively using a range of notes and rhythms, on a simple given melody, • Can play chord sequences and bass lines accurately and fluently. • Can play as part of an ensemble, making subtle adjustments to fit their part with others. • Can arrange musical ideas into a structure with an introduction, main section and outro. • Can make expressive use of timbre, tempo and dynamics to create interest and atmosphere. • Can compose effective melodies with accompaniments using a range of notes and rhythms. • Understands rhythmic notation and can clap a range of rhythms accurately. • Has an understanding of conventional staff notation in treble clef and can use this in performance and composition tasks. • Can identify the use of different musical devices in performance, composition and listening tasks 	<ul style="list-style-type: none"> • Can play musical parts that use a limited range of notes and rhythms accurately and fluently. • Can improvise using a limited range of notes and rhythms, on a simple given melody. • Can play a simple chord sequence and bass line accurately and fluently. • Can play in time with others, knowing how different parts work together to create a whole piece. • Can arrange musical ideas into a simple structure. • Can use timbre, tempo and dynamics to achieve intended effect. • Can compose effective melodies with simple accompaniments using a limited range of notes and rhythms. • Understands simple rhythmic notation and can clap a range of rhythms in time. • With guidance, has an understanding of treble clef notation and can use it in performance and composition tasks. • Can identify some musical devices in performance, composition and listening tasks 	<ul style="list-style-type: none"> • Can play musical parts that use a limited range of notes and rhythms with some accuracy and fluency. • Can improvise rhythmically using a limited range of notes. • Can play a simple chord sequence and bass line with some accuracy and fluency. • Can play in time with others, knowing how their part fits in. • Can use timbre and tempo to create a specific mood. • Can compose simple melodies using a limited range of notes and rhythms. • Has a basic understanding of simple rhythmic notation and can clap rhythms in time. • Has some understanding of notation and pitch. • Can identify some musical devices in performance, composition and listening tasks. • With guidance, can identify and describe how musical elements are combined and used expressively, using some musical vocabulary. • Can identify strengths and suggest ways that

<p>and comment on the effect in relation to the given style/genre.</p> <ul style="list-style-type: none"> • Can describe and compare musical features in different music using appropriate musical vocabulary. • Can suggest and makes improvements to their work in relation to the given style/genre, commenting on the effect. 	<p>and comment on the effect.</p> <ul style="list-style-type: none"> • Can identify and describe with some detail, how musical elements are used in different music using some musical vocabulary. • Can make improvements to their work by identifying strengths and areas to develop in relation to the given style/genre. 	<p>their work can be improved.</p>
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Music Year 8 AP2

Ability Band 3	Ability Band 2	Ability Band 1
<ul style="list-style-type: none"> • Can play musical parts that use a range of notes and rhythms accurately and fluently. • Can improvise effectively using a range of notes and rhythms on simple given melodies and as free improvisations. • Can play different musical parts together confidently, accurately and fluently. • Can play as part of an ensemble, making subtle adjustments to fit their part with others. • Can arrange musical ideas into a clear structure that is interesting and imaginative. • Can make expressive use of timbre, tempo dynamics to create atmosphere in the given musical style/genre. • Can compose effective melodies with accompaniments using a range of notes and rhythms. • Understands rhythmic notation and can clap a range of rhythms accurately. • Has an understanding of conventional staff notation in treble and bass clef and can use this in performance and composition tasks. • Can explain the use of different musical devices in performance, composition and listening tasks and comment on the effect in relation to the given style/genre using appropriate musical vocabulary. • Can analyse, compare and evaluate how musical features are used in different music using appropriate musical vocabulary. • Can suggest and makes improvements to their 	<ul style="list-style-type: none"> • Can play musical parts that use a range of notes and rhythms with some accuracy and fluency. • Can improvise effectively using a range of notes and rhythms, on a simple given melody. • Can play chord sequences and bass lines accurately and fluently. • Can play in time with others, knowing how different parts work together to create a whole piece. • Can arrange musical ideas into a structure with an introduction, main section and outro. • Can make expressive use of timbre, tempo and dynamics to create atmosphere. • Can compose effective melodies with accompaniments using a limited range of notes and rhythms. • Understands rhythmic notation and can clap a range of rhythms accurately. • Has an understanding of conventional staff notation in treble clef and can use this in performance and composition tasks. • Can identify the use of different musical devices in performance, composition and listening tasks and comment on the effect in relation to the given style/genre. • Can describe and compare musical features in different music using appropriate musical vocabulary. • Can suggest and makes improvements to their work in relation to the given style/genre. 	<ul style="list-style-type: none"> • Can play musical parts that use a limited range of notes and rhythms accurately and fluently. • Can improvise using a limited range of notes and rhythms, on a simple given melody. • Can play a simple chord sequence and bass line accurately and fluently. • Can play in time with others, knowing how their part fits in. • Can arrange musical ideas into a simple structure. • Can use timbre, tempo and dynamics to reflect intentions. • Can compose simple melodies with accompaniments using a limited range of notes and rhythms. • Understands simple rhythmic notation and can clap a range of rhythms in time. • With guidance, has an understanding of treble clef notation and can use it in performance and composition tasks. • Can identify some musical devices in performance, composition and listening tasks and comment on the effect. • Can identify and describe how musical elements are combined and used expressively, using some musical vocabulary. • Can make improvements to their work by identifying strengths and areas to develop in relation to the given style/genre.

work in relation to the given style/genre, commenting on the effect.		
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