

Brockington Performing Arts Department – Music KS3

KS3	Performing	Composing	Listening and Appraising
BC9	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> Perform appropriately challenging musical parts accurately and fluently, showing an awareness of phrasing and expression. Improvise effectively using appropriate melodic, rhythmic and harmonic devices, demonstrating an awareness of mood and intended effect. Perform as part of an ensemble, making subtle adjustments to fit parts together. 	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> Compose effective melodies with accompaniments using a range of compositional techniques and harmonic devices. Arrange musical ideas into a clear structure that shows a development of ideas to create an interesting and imaginative piece. Offer a creative response to a given or chosen brief, making expressive use of timbre, tempo, texture and dynamics. 	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> Explain the use of different musical devices in performance, composition and listening tasks, commenting on the effect in relation to the given style/genre using appropriate musical vocabulary. Analyse, compare and evaluate how musical features are used in a range of musical styles/genres using appropriate musical vocabulary. Suggest and make improvements to their work in relation to the given brief and criteria, commenting of effect.
	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> Use conventional staff notation in treble and bass clef in simple quadruple and triple and compound duple time. Identify, understand and use keys and chords up to a minimum of two sharps and flats in both major and minor tonalities. Evidence an emerging collective musical identify across the three strands of learning. 		
BC8	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> Perform challenging musical parts accurately and fluently, showing some awareness of phrasing and expression. Improvise mostly effectively using some melodic, rhythmic and harmonic devices, demonstrating an awareness of mood and intended effect. Perform as part of an ensemble, showing awareness of how parts work together to create a cohesive piece. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> Compose effective melodies with accompaniments using different compositional techniques and harmonic devices. Arrange musical ideas into a clear structure that shows some development of ideas to create a cohesive and interesting piece. Respond appropriately to a given or chosen brief, making expressive use of timbre, tempo, texture and dynamics. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> Describe the use of different musical devices in performance, composition and listening tasks, commenting on the effect in relation to the given style/genre using appropriate musical vocabulary. Identify, compare and evaluate how musical features are used in different musical styles/genres using appropriate musical vocabulary. Suggest and make improvements to their work in relation to the given brief and criteria.
	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> Use conventional staff notation in treble and bass clef in simple quadruple and triple time. Identify, understand and use keys and chords up to two sharps and flats in both major and minor tonalities. Evidence an emerging personal musical identity across the three strands of learning. 		
BC7	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> Perform intermediate musical parts (melodies, chord sequences and bass lines) accurately and fluently. Improvise using limited melodic, rhythmic and harmonic devices, showing some awareness of mood and intended effect. 	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> Compose successful melodies with accompaniments using different compositional techniques and harmonic devices. Arrange musical ideas into a given structure that shows some development of ideas to create an interesting piece. 	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> Identify different musical devices in performance, composition and listening tasks, commenting on the effect with an awareness to the given style/genre using mostly appropriate musical vocabulary. Identify and compare how musical features are used in different musical styles/genres using mostly appropriate musical vocabulary.

	<ul style="list-style-type: none"> • Perform as part of an ensemble, understanding how their part works with others to create a whole piece. • Deal with performance anxiety in an appropriate manner. 	<ul style="list-style-type: none"> • Respond appropriately to a given or chosen brief, making creative use of timbre, tempo, texture and dynamics. 	<ul style="list-style-type: none"> • Make improvements to their work by identifying strengths and areas to develop in relation to the given brief and criteria.
<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> • Use conventional staff notation in treble and understand how to use bass clef in simple quadruple and triple time. • Identify and use keys and chords up to two sharps and flats in both major and minor tonalities. 			
BC6	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Perform intermediate musical parts (melodies, chord sequences and bass lines) mostly accurately and fluently, showing some awareness of a creating mood and effect. • Improvise using limited melodic and rhythmic devices, in relation to given materials. • Perform as part of an ensemble, understanding musical parts work together. 	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Compose mostly successful melodies with accompaniments using some compositional techniques and harmonic devices. • Arrange musical ideas into a given structure that shows some development of ideas. • Respond mostly appropriately to a given brief, making use of timbre, tempo, texture and dynamics. 	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Identify some musical devices in performance, composition and listening tasks, commenting on the effect with some awareness to the given style/genre using mostly appropriate musical vocabulary. • Identify and describe how musical features are used in different musical styles/genres using mostly appropriate musical vocabulary. • Make improvements to their work by identifying some strengths and areas to develop in relation to the given brief and criteria.
	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Use conventional staff notation in treble clef in simple quadruple time. • Recognise and use keys and chords in both major and minor tonalities. • Take creative risks in music composition and performance tasks. 		
BC5	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • Perform simple musical parts (melodies, chord sequences and bass lines) accurately and fluently, showing some awareness of creating effect. • Improvise using limited melodic and rhythmic devices, mostly echoing given materials. • Perform as part of an ensemble, staying in time and knowing how their part fits in with others. 	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • Compose suitable melodies with accompaniments using simple compositional techniques and harmonic devices. • Arrange musical ideas into a given structure that shows some development. • Respond in a suitable way to a given brief, making use of timbre, tempo, texture and dynamics. 	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • Identify some musical features in performance, composition and listening tasks, commenting on the effect with some awareness to the given style/genre using some appropriate musical vocabulary. • Identify and describe how musical features are used in different musical styles/genres using some appropriate musical vocabulary. • Make improvements to their work by identifying some strengths and areas to develop in relation to the given brief or criteria.
	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • With guidance, use conventional staff notation in treble clef in simple quadruple time. • Use keys and chords in both major and minor tonalities, identifying the difference in character. • Be resilient to setbacks in musical tasks. 		

BC4	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> Perform simple musical parts (melodies, chord sequences and bass lines) with some accuracy and fluency. Improvise using a limited range of notes and rhythms, echoing given materials. Perform as part of an ensemble, staying mostly in time and showing understanding of how parts work together. 	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> Compose suitable melodies with simple accompaniments using simple rules of composition and harmonising. Arrange musical ideas into a given simple structure. Respond in a suitable way to a given brief, making use of timbre and tempo. 	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> Identify some musical features in performance, composition and listening tasks, with some awareness to the given style/genre using limited appropriate musical vocabulary. Identify how some musical features are used in different musical styles/genres using limited appropriate musical vocabulary. Make improvements to their work by identifying some strengths and areas to develop.
	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> Understand how pitch is notated and, with guidance, be able to understand and use rhythmic notation in treble clef. Use keys in both major and minor tonalities, identifying the difference in character. Persevere when tasks are challenging. 		
BC3	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> Perform basic musical parts (melodies, chords and bass lines) accurately and fluently. Improvise using a limited range of given options. Perform as part of an ensemble, staying mostly in time, with some understanding of how their part fits in. 	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> Compose suitable melodies with simple accompaniments using some simple rules of composition and harmonising. Organise musical ideas into a given basic structure. Respond in a mostly suitable way to a given brief, making use of timbre and tempo. 	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> Identify some musical features in performance, composition and listening tasks, using limited appropriate musical vocabulary. Identify how some musical features are used in different musical styles/genres using appropriate vocabulary. Identify some strengths and areas to develop in their work and with guidance make improvements.
	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> Recognise how pitch is notated and, with guidance, be able to use rhythmic notation in treble clef. Use keys in both major and minor tonalities. Engage in purposeful rehearsal techniques. 		
BC2	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> Perform basic musical parts (melodies and bass lines) with some accuracy and fluency. Improvise basic musical responses. Perform with others, with some understanding of how their part fits in. 	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> Compose mostly suitable melodies with simple accompaniments using some basic rules of composition and harmonising. Organise musical ideas into a given basic structure, with guidance. Respond to a given brief, making use of timbre and tempo. Responses might not be wholly suitable. 	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> Identify some musical features in performance, composition and listening tasks, using appropriate vocabulary. Identify how a limited number of musical features are used in different musical styles/genres using some appropriate vocabulary. With guidance, identify a limited number of strengths and areas to develop in their work and with guidance make improvements.
	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> Recognise how pitch is notated and, with support, use rhythmic notation in treble clef. 		

	<ul style="list-style-type: none"> • Use major keys. • Participate cooperatively in making music. 		
BC1	A learner on track for Grade 1 can: <ul style="list-style-type: none"> • Perform basic musical parts (melodies and bass lines) with limited accuracy and fluency. • Improvise basic musical responses. • Perform with others. 	A learner on track for Grade 1 can: <ul style="list-style-type: none"> • Compose melodies with simple accompaniments using limited basic rules of composition and harmonising. Compositions might not be wholly suitable. • With guidance organise musical ideas. • Respond to a given brief. Responses might not be wholly suitable. 	A learner on track for Grade 1 can: <ul style="list-style-type: none"> • Identify some musical features in performance, composition and listening tasks, using some appropriate vocabulary. • Identify how a limited number of musical features are used in different musical styles/genres using limited appropriate vocabulary. • With guidance, identify a limited number of strengths and with guidance make improvements.
	A learner on track for Grade 1 can: <ul style="list-style-type: none"> • Recognise how pitch is notated in treble clef and use this. • Use major keys. • Participate cooperatively in making music. 		

