Assessment without levels – music progress descriptor

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|  | **Key concepts:** To gain an aural knowledge of some of the great musical output of human civilisation. To engage with creative processes through improvisation and composition. To build an understanding of how musical elements work and discuss how these interact with subjective and objective models of musical meaning. To develop knowledge of a wider range of notes and improve fluency in music notation. | | | |
|  | **Acquiring**  *Working to consolidate…* | **Developing**  *Working towards…* | **Securing**  *Working at…* | **Extending**  *Working above…* |
| Listening | Beginning to use some musical vocabulary to analyse pieces of music | Applying musical vocabulary including some Italian terms linked to the elements of music to analyse pieces of music | Accurately applying musical vocabulary including a range of Italian terms linked to the elements of music to analyse pieces of music | Confidently and accurately applying musical vocabulary including a wide range of Italian terms linked to the elements of music to analyse pieces of music |
| Appraising | Describe what went well and what could be improved using some musical vocabulary | Describe what went well and what could be improved using musical vocabulary and some Italian terms | Analyse the strengths and improvements of a performance accurately using musical vocabulary including a range of Italian terms | Closely analyse in detail the strengths and improvements of a performance accurately using musical vocabulary including a wide range of Italian terms |
| Composing | Compose a simple structured piece using basic rhythmic notation | Compose a structured piece accurately using rhythmic notation and beginning to include different pitches | Compose a well-structured piece accurately using pitch and rhythmic notation with some dynamics and tempo markings | Compose a well-structured piece accurately using pitch, rhythmic notation, dynamics and tempo |
| Performing | Perform with hesitation and limited accuracy in terms of pitch, rhythm, intonation and fluency | Perform with confidence but limited accuracy in terms of pitch, rhythm, intonation and fluency | Perform generally accurately in terms of pitch, rhythm, intonation and fluency | Perform with high levels of accuracy, pitch, rhythm, intonation and fluency |