

Queen's Park High School

Key Stage 3 Assessment

Music - Performing

Year 9	Working Towards	Evidence	Meeting	Evidence	Exceeding	Evidence
Accuracy of pitch and rhythm	Performances of grade 1 standard pieces will be mainly secure in terms of pitch and rhythm and there will only be occasional errors		Performance of grade 2 standard pieces is generally accurate in terms of pitch and/or rhythm.		Performances of grade 2 standard pieces are played with good accuracy of pitch and rhythm	
Musical directions	The performance is mainly fluent with an appropriate tempo although there are occasional slips. Other musical directions, such as dynamics and phrasing are considered and applied		An appropriate tempo is maintained, and the piece is mainly fluent with only occasional small slips which do not interrupt the flow. Musical directions relating to dynamics and phrasing are adding to the overall quality of the performance		The choice of tempo is effective and this leads to a fluent performance with only small slips. Musical directions relating to dynamics and phrasing are adding to the overall quality of the performance	
Technical Control	Vocal or instrumental technique is becoming secure as is intonation. Keyboard work will show use of 2 independent hands with the left hand playing basic chords		Vocal/instrumental technique is increasingly secure and pieces are performed which meet the criteria for grade 2. Keyboard work will use 2 independent hands with a melody which is supported by chords. Tone is secure		Vocal/instrumental technique is secure when performing pieces at grade 2 standard or higher. Keyboard work will use 2 independent hands using a mixture of major and minor chords and some changes of hand position. Tone is secure	
Expression	Shows a developing understanding of the musical style when performing and is beginning to effectively engage with the audience		The performance is generally expressive and shows understanding of the style, periods or genre as well as consideration for an some engagement with the audience		The performance is increasingly expressive and shows a good understanding of the chosen style, period and genre. The performer is being to engage well with the audience	
Interpretation	Is starting to show an awareness of balance between parts in ensemble performances and when working as a soloist with accompaniment		There is effective balance between parts in ensemble performance as well as in solo performances where there is an accompaniment		Is developing a good rapport with other performers in ensemble pieces and is starting to communicate effectively. There is a good balance between parts when performing solo pieces with a live or pre-recorded accompaniment	
Year 8						
Accuracy of pitch and rhythm	Performances of simple or short pieces are mainly accurate in terms of pitch and/or rhythm. Errors may be apparent in pieces which are around grade 1 standard		Performance of simple or short pieces will be secure in terms of pitch and/or rhythm. Longer and more complex pieces will be mainly accurate (around grade 1 standard)		Performances of grade 1 standard pieces will be mainly secure in terms of pitch and rhythm and there will only be occasional errors	
Musical directions	Fluency is developing and musical direction is followed		The performance is developing fluency through an appropriate choice of tempo and an adherence to other musical directions		The performance is mainly fluent with an appropriate tempo although there are occasional slips. Other musical directions, such as dynamics and phrasing are considered and applied	
Technical Control	Vocal or instrumental technique is developing. Keyboard work will be solid with the left hand playing basic chords		Vocal or instrumental technique is developing as is intonation. Keyboard work will show use of 2 independent hands		Vocal or instrumental technique is becoming secure as is intonation. Keyboard work will show use of 2 independent hands with the left hand playing basic chords	
Expression	Shows some understanding of the musical style when performance		Shows a basic understanding of the musical style and the audience when undertaking the performance		Shows a developing understanding of the musical style when performing and is beginning to effectively engage with the audience	
Interpretation	Can perform with others, but balance is not always a clear consideration in both ensemble and solo performance with accompaniment		Works effectively with others in group performances and shows some basic understanding of balance in performance with others/pre-recorded accompaniment parts		Is starting to show an awareness of balance between parts in ensemble performances and when working as a soloist with accompaniment	

Year 7						
Accuracy of pitch and rhythm	Performances of simple pieces with repeated ideas are partially accurate in terms of pitch and/or rhythm.		Performances of simple pieces with repeated ideas are mainly accurate in terms of pitch and/or rhythm. Errors may appear in more demanding pieces		Performances of simple or short pieces are mainly accurate in terms of pitch and/or rhythm. Errors may be apparent in pieces which are around grade 1 standard	
Musical directions	The performance is not yet fluent		Choice of tempo may not always be appropriate and as a result fluency is inconsistent		Fluency is developing and musical direction is followed	
Technical Control	Vocal or instrumental technique is developing. Keyboard work will be limited to a single line part		Vocal or instrumental technique is developing. Keyboard work will be solid with the left hand playing a simple accompaniment, such as a bass line or guide tones		Vocal or instrumental technique is developing. Keyboard work will be solid with the left hand playing basic chords	
Expression	Shows a very basic understanding of the musical style when performing		Shows a basic understanding of the musical style when performing		Shows some understanding of the musical style when performance	
Interpretation	Works in a group but is unable to maintain a part		Can perform with others as part of an simple ensemble where parts are similar. There may be issues with timing		Can perform with others, but balance is not always a clear consideration in both ensemble and solo performance with accompaniment	