



Age Related Milestones: Music

Year 9 AO	Meeting (You can demonstrate these skills most of the time)	Exceeding (You can demonstrate these skills most of the time)
<b>Performing</b> Accuracy of rhythm and pitch	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 direction	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/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	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	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
<b>Composing</b> Creativity	Ideas are sound and use given melodic devices	Ideas are interesting and use melodic and harmonic devices appropriately
Development of musical ideas	Some ideas are beginning to be developed but the piece is based mainly on one melodic idea which is functional and appropriately written	Ideas are beginning to be developed and show some contrast in sections, students can explore modulations.
Use of musical elements and resources	Musical elements are used in a functional manner and appropriate instruments are chosen, although writing will be based on ideas rather than the instrument for which they are writing	The content is well developed throughout the piece and there are effective contrasts in both tone colour and mood. Students are beginning to think of the piece as a whole and appreciate which resources combine well together.



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Structure	There will be a clear structure based on given forms or at least a clear start, middle and end	The elements and resources are well chosen and the musical composition takes the potential of these resources into consideration and writing for the instruments/voice is consistently effective. The structure is well organised and ideas are presented effectively with some originality.
Stylistic coherence	The style is appropriate to the given brief and uses appropriate ideas to demonstrate the style or genre	The style and character is effective in response to the chosen/given brief.
<b>Listening and appraising</b>	Can describe what is heard, link to the correct musical element and explain some of the effect.	Gives a secure account of the key musical features
Use of key terms and musical elements	Uses key musical terms accurately and begins to correctly use them within a response. Be able to give reasons on why and how the musical elements identified are effective.	Accurate use of speciality terminology Contextualises the use of musical elements in relation to the context, period and/or genre.
Technique and devices	Can identify the use of devices and techniques within a piece, begin to analyse.	Can consistently analyse the use of devices and techniques within a piece.