



Age Related Milestones: Music

Year 8 AO	Meeting (You can demonstrate these skills most of the time)	Exceeding (You can demonstrate these skills most of the time)
Performing Accuracy of pitch and rhythm	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 direction	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 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 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	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
Composition 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
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	Choice of elements is effective and resources are beginning to be selected with the end product in mind, including how to write effectively for the instrument/voice
Structure	There will be a clear structure based on given forms or at least a clear start, middle and end	There will be a clear structure using a recognisable form
Stylistic coherence	The style is appropriate to the given brief and uses appropriate ideas to demonstrate the style or genre	The style is appropriate to the given brief and characteristic ideas are beginning to emerge



QUEEN'S PARK HIGH SCHOOL

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		Can describe what is heard, link to the correct musical element and explain some of the effect.
		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.
		Can identify the use of devices and techniques within a piece, begin to analyse.