

Music Grade Descriptors

Grade	AO1 Rehearsing and Performing	AO2 Composing	AO3 Listening and evaluating
9	Top 20% of pupils who achieve a grade 8		
8			
7	<p>P1.7 I can confidently perform, spontaneously improvise and produce developed compositions with clear direction and shape.</p> <p>P2.7 I confidently evaluate the rehearsal process and always use my time productively to go beyond the designated task in rehearsal time.</p> <p>P3.7 I can confidently read and play more complex rhythms, melodies, major and minor chord structures and have the ability to write melodic and rhythmic parts with accuracy.</p> <p>P4.7 I can lead an ensemble or take a solo part when performing as a group and can justify how my part compliments the performance.</p>	<p>C1.7 I can improvise and compose extended compositions with a sense of direction and shape going beyond the brief. I can confidently explain my choices and justify my decisions.</p> <p>C2.7 I can use advance musical techniques and devices to enhance and support my performance and justify my judgements.</p> <p>C3.7 I can skilfully compose music with advance and complex structures including a range of musical devices.</p>	<p>L1.7 I can discriminate and exploit the characteristics and expressive potential of different musical styles, genres and tradition and can confidently comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers.</p> <p>L2.7 I can confidently use advance musical vocabulary when responding to music. I can analyse techniques and devices whilst listening.</p> <p>L3.7 I always listen to music in a focused and analytical manner. I can effectively contextualise what I hear using advanced musical vocabulary. I can scrutinise what I can hear across different styles and cultural contexts. I can discriminate with expertise when discussing different interpretations of the same piece.</p>
6	<p>P1.6 I can perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form.</p> <p>P2.6 I am able to evaluate the rehearsal process and use my time effectively to get the most out of the designated rehearsal time.</p> <p>P3.6 I can read and play more complex rhythms, melodies and chords and can write my own compositions using notation.</p> <p>P4.6 I am able to perform as an ensemble with a wide variety of instruments maintaining consistent dynamics and timing. I understand and can explain how my part compliments the performance.</p>	<p>C1.6 I can improvise and compose music for different occasions, in different styles appropriate to the brief and can confidently explain my choices with reasoned arguments.</p> <p>C2.6 I make use of techniques and elements confidently to enhance and support my performance, and I can give reasons why they enhance and support the music.</p> <p>C3.6 I can confidently compose music with a complex and well-thought out structure, including elements such as and intro and ending and multiple sections with variations. I can explain my choices with reasoned arguments.</p>	<p>L1.6 I am able to discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and making and justifying my own judgments.</p> <p>L2.6 I can effectively use musical vocabulary to identify, describe and compare music of a variety of different styles and genres. I can verbalise thoroughly all aspects of music.</p> <p>L3.6 I listen to music in a focused and analytical manner. I can effectively describe what I can hear using excellent musical vocabulary. I can compare what I can hear across different styles and cultural contexts. I can discriminate proficiently between different interpretations of the same piece.</p>
5	<p>P1.5 I can perform in a range of different styles, making significant contributions to any ensemble and using relevant notations.</p>	<p>C1.5 I can improvise and compose music for different occasions, in different styles appropriate to the brief and can confidently explain my choices.</p>	<p>L1.5 I evaluate and make critical judgements about the use of musical conventions and other characteristics and how different contexts are</p>

	<p>P2.5 I am able to evaluate myself and others and am able to adapt the piece and rehearsal accordingly.</p> <p>P3.5 I am able to accurately interpret and perform from staff notation including more complex rhythms, melodies and chords. I am beginning to write notation.</p> <p>P4.5 I am able to perform as an ensemble with a wide variety of instruments maintaining consistent dynamics and timing.</p>	<p>C2.5 I make use of techniques and elements confidently to enhance and support my performance, and it is clear the reason for their use.</p> <p>C3.5 I can compose music with a complex and well-thought out structure, including elements such as intro and ending and multiple sections with variations.</p>	<p>reflected in my own and others' work.</p> <p>L2.5 I can make developmental comments that link aspects of music together.</p> <p>L3.5 I can listen to music attentively and I am able to thoroughly identify and explain the cultural context, the intention and the elements used within a piece of music.</p>
4	<p>P1.4 I can select and make expressive use of tempo, dynamics, phrasing and timbre. I can make subtle adjustments to fit my own part within a group performance. I can also improvise and compose in different styles and genres.</p> <p>P2.4 I am able to take a lead role in the rehearsal process offering support and feedback to others.</p> <p>P3.4 I consistently recognise pitch and am able to play basic rhythms using staff notation.</p> <p>P4.4 I am able to perform as part of an ensemble with a wide variety of instruments maintaining some what consistent dynamics and timing.</p>	<p>C1.4 I can compose and improvise in different musical styles</p> <p>C2.5 I use tempo, dynamics, phrasing and timbre to enhance a performance. I can confidently use chord sequences in performances.</p> <p>C3.5 I can compose music with multiple sections, a clear structure and appropriate length for the style of music.</p>	<p>L1.4 I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. I make improvements to their own and others' work in the light of the chosen style.</p> <p>L2.4 I can make comment on the music using technical language justifying my observation</p> <p>L3.4 I can competently identify traditions in styles of music from different contexts and discriminate between different genres of music.</p>
3	<p>P1.3 I can perform significant parts from memory and from music, with awareness of my own contribution such as leading others, taking a solo part or providing rhythmic support.</p> <p>P2.3 I can contribute ideas to a piece and I am able to accurately assess and refine my work.</p> <p>P3.3 I begin to recognise and read pitch from staff notation. I am able to read and produce graphical notation.</p> <p>P4.3 I am able to perform different musical parts in time as part of an ensemble.</p>	<p>C1.3 I can compose music for different occasions</p> <p>C2.3 I make use of techniques to enhance my music and I begin to use and show an understanding of chords.</p> <p>C3.3 I can compose music with a well thought out structure that may include repetition or multiple sections.</p>	<p>L1.3 I can analyse and compare musical features. I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard. I refine and improve my work.</p> <p>L2.3 I can make a comment on the music with greater description.</p> <p>L3.3 I can recognise different styles of music from varying cultures and identify how the use of musical elements change style.</p>
2	<p>P1.2 Whilst performing I can maintain my own part with awareness of how the different parts fit together.</p> <p>P2.2 I can make effective use of time and I am able to plan a rehearsal structure.</p> <p>P3.2 I am able to use guided notation and can begin to make a graphic score and use one.</p> <p>P4.2 I show an awareness of other members of the ensemble and am able to perform with a sense of time.</p>	<p>C1.2 My composition matches the brief.</p> <p>C2.2 I use the elements of music appropriately to enhance my composition.</p> <p>C3.2 I can compose music with more than one section.</p>	<p>L1.2 I can describe, compare and evaluate different kinds of music using appropriate musical vocabulary. I can suggest improvements to my own and others' work, commenting on how intentions have been achieved.</p> <p>L2.2 I can make a comment about the elements of music.</p> <p>L3.2 I can listen to music and hear how the elements have been used.</p>
1	<p>P1.1 I can perform simple melodic and rhythmic parts.</p> <p>P2.1 I can remain focused and committed to a</p>	<p>C1.1 My composition has a limited relationship with the brief.</p> <p>C2.1 I can use at least 2 or more elements of music</p>	<p>L1.1 I can recognise how the different musical elements are combined and used expressively and make improvements to my own work, commenting</p>

	rehearsal . P3.1 I can follow guided notation to play a simple tune. P4.1 I am able to perform as part of an ensemble.	within my composition which may or may not be appropriate. C3.1 My compositions have a clear beginning and end.	on the intended effect. L2.1 I can make simple comments about the music. L3.1 I can identify simple differences in music, such as the sounds different instruments make.
B	P1.B I can perform simple patterns. P2.B I can participate in a rehearsal. P3.B I can represent sounds with symbols. P4.B I can perform with an awareness of others.	C1.B I can create a composition. C2.B I can use a musical element in my composition. C3.B My compositions have a simple structure.	L1.B I can improve my work. L2.B I can respond to different moods in music. L3.B I can recognise changes in sound.