

## ***Expressive Arts Music - KS3 ASSESSMENT DESCRIPTORS***

	Discovering 'Learning'	Growing	Emerging	Developing	Secure	Mastered
Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluent and with accuracy and expression.	The performance has occasional fluency with correct rhythms and/or pitches in easier passages. I perform with limited awareness of the other performers.	I can perform a simple piece of music with mostly correct rhythms and pitches. I perform with some awareness of the other performers and keep in time for the most part.	I can perform with some accuracy, fluency and confidence. I can stay in time with other performers however lack sensitivity to the demands of balance within the ensemble.	I can deliver a mostly accurate, fluent and confident performance. Minor blemishes do not detract from the final performance. Intonation is generally secure where appropriate. I can stay in time with other performers and I am sensitive to my role within the ensemble.	I can perform with appropriate stresses, dynamics and articulation. Intonation is secure where appropriate. I coordinate my part within the ensemble and show awareness and sensitivity to my role and the role of others within the ensemble. I take the lead within the ensemble where appropriate.	I can perform confidently, accurately and fluently and with musical expression and flair. Phrases are well shaped and there is good attention to dynamics and articulation and conventions within the style of music. I coordinate my part within the ensemble using appropriate dynamics and stresses and articulation. I take the lead within the ensemble where appropriate.
Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	I can compose a basic melody using limited notes.	I can compose a basic melody with some musical shape. I understand and can draw upon some of the elements of music within my composition.	I can compose a melody with an extended range of notes, using passing notes and rhythm to give the melody musical shape. I draw upon some of the elements of music within my composition. I have a clear understanding of the structure of the music with the conventions of the genre.	I can compose a melody with musical shape and an extended range of notes including passing notes. I can accompany my melody using an appropriate chord progression. I am drawing on the elements of music appropriately. There is some development of ideas and contrast within the composition. My composition makes use of the conventions within the genre of music.	I can compose a piece of music; the melody has musical shape and the piece draws on musical devices including passing notes. I can compose a chord pattern to accompany my melody. The music develops ideas appropriate to the style of music using the musical elements and uses the conventions within that genre of music.	I can compose a piece of music; the melody has musical shape and uses ornamentation where appropriate. The piece draws on musical devices and the elements of music. I can compose a chord pattern including the appropriate use of extended chords.

Use of staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.	I understand how the staff works; notes go higher in pitch as the move up the page. I understand that notes move up a pitch at a time as you move from line to space. I know that a note on staff represents the pitch and the note value.	I can read a series of notes written on the treble clef. I understand simple note values. I know what a bar is and understand 3/4 and 4/4 time signatures.	I can read and write musical notation on the treble clef. I can read and write basic rhythms in 3/4 and 4/4.	I can read and write musical notation on the treble clef. I can read and write rhythms using simple note values and understand dotted rhythms. I understand key musical terms in the music including tempo markings and basic time signatures.	I can read and write pitches on the treble clef and bass clef. I can read and write more complex rhythms including dotted and syncopated rhythms. I understand how ties are used in music and can perform these accurately. I understand key musical terms in the music including tempo markings, time signatures and articulation marks.	I can read and write pitches on the treble and bass clef. I can read and write complex rhythms including triplets and syncopation. I understand key musical terms in the music including tempo markings, simple, compound and irregular time signatures, articulation and phrase marks.
Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.	I recognise the difference between major and minor tonality.	I can recognise the difference in sound between major, minor, chromatic and pentatonic scales. I can identify major and minor chords.	I know and can recognise the difference between major, minor, chromatic and pentatonic scales. I can identify major and minor chords and tonality. I can play music in different keys.	I know and can recognise the difference between major, minor, chromatic and pentatonic scales. I can identify major and minor chords and tonality. I can play music in a major, minor and pentatonic key. I understand that music can use different scales.	I know, can recognise and can distinguish between major, minor, chromatic and pentatonic scales. I can identify major and minor chords and tonality and understand how they work. I can play music in a major, minor and pentatonic key. I understand that music can be written in different keys and use different scales.	I know and can recognise the difference between major, minor, chromatic and pentatonic scales. I can identify major and minor chords and tonality. I can play in a number of different keys. I understand the concept of transposition and modulation.
Listen with increasing discrimination to a wide range of music from great composers and musicians.	I know the names of some composers and musicians. I know and can describe the elements of music.	I know the names of some composers and musicians. I can identify different genres of music. I can identify some of the elements of music when listening to a piece of music.	I know the names of some composers and musicians. I can identify different genres of music. I know the musical features belong to different genres of music. I can identify the elements of music when listening to varying genres of music.	I can recognise the similarities and differences between music from a number of eras. I know and can identify great composers and musicians from different eras and genres. I can identify some of the musical features and conventions that belong to a genre of music when listening to different genres of music.	I can identify music and composers from different period in time including baroque, classical and the 21st century. I can identify how the composer/performer has used the elements of music. I can identify the conventions of music within different genres of music.	I can recognise and identify composers and pieces of music by listening to pieces of music. I can identify composers from the same period of time and identify the conventions used appropriate to different genres of music. I can compare and evaluate the use of musical elements and devices in a large range of varying styles of music.

The use of facial expression to convey emotion	I understand how to use facial expressions, but they may be slight and not sustained.	I am able to use simple, slight facial expressions to convey some emotion to the audience.	I can use a different facial expression to show a different emotion during performances, but they may not always be sustained.	I can use facial expressions to show the full range of my character's emotions, but these may be in isolation to the emotion I show in my vocal and physical skills.	My facial expressions match my tone of voice in conveying emotion and I can sustain these as appropriate throughout most of the performance.	My facial expressions fully match the emotion shown in my vocal and physical skills. They are integral in demanding the audience's attention and I sustain them throughout the performance.
Sustaining role during the performance	I understand the importance of staying in-role but struggle to do so	I am starting to sustain my role at brief moments in the performance.	I am able to sustain my role for the majority of the performance, however there may be moments when I smile or laugh out of character.	I can sustain my role for the majority of the performance, however there may be times when I am not speaking or moving where I stop acting.	I sustain my role for the whole performance, acting and reacting to all that happens on-stage, even when my character is not speaking or moving. I command the audience's attention.	I sustain my role throughout the whole performance, demanding the audience's attention. I fully engage in the world I am creating for my character, reacting spontaneously to the action that happens.
The use of drama vocabulary	I am starting to use drama vocabulary occasionally when creating work in small groups.	I am sometimes able to use drama vocabulary when creating work and discussing the work of others.	I am able to confidently use drama vocabulary when creating ideas and giving feedback to others on their work.	I can use drama vocabulary confidently, verbally in full sentences, when creating and developing ideas, and when giving verbal feedback to others.	I can use diverse drama vocabulary when creating and developing ideas, when giving feedback to others and in my written work when evaluating my performances.	I use complex and diverse drama vocabulary fluidly and confidently in full sentences when creating work, in my verbal feedback to others and in my written evaluations.
Evaluating my own work and the work of others	I can give some verbal feedback in small groups, usually expressing what I liked about someone's performance, but I am not confident doing it in front of the whole class.	I am able to offer my views on what I liked about someone else's performance in a whole class discussion when giving feedback after a performance.	I am able to confidently state what I felt was good and what was perhaps not done so well when giving feedback after a performance.	I can reflect on what was good and what was not done so well when giving verbal feedback, providing examples from others' performance work in support of my comments. I am starting to suggest way of improving others' work.	I can reflect on my own performance and the performances of others both verbally and in my written responses, providing examples from performance work in support of my comments. I can give constructive suggestions as to how performance work can be improved.	I am able to confidently reflect on what vocal/physical skills were effective, and how well the space was used, explaining what impact these choices had on an audience and how they helped create meaning. I can give examples from my work and the work of others to support my evaluative comments, and give effective constructive suggestions to improve my work and the work of others, both verbally and in my written work.