



GRADE		DESCRIPTION
<p>9</p> <p><b>Key Words:</b></p> <p><b>Outstanding</b> <b>Sophisticated</b> <b>Extensive</b> <b>Imaginative</b> <b>Masterful</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A COMPLETE MASTERY IN:</p> <ul style="list-style-type: none"> <li>• <b>AO1 PERFORMANCE</b> - Pupils perform grade 5 + pieces. There will be excellent technical control, appropriate use of tempo, and no errors in pitch and/or rhythm. Improvised ideas will be accurate, coherent and well balanced and interesting. There is an excellent awareness of others and complete involvement in the music. The music performed is <b>sophisticated</b> and well prepared.</li> <li>• <b>AO2 COMPOSING</b> – Pupils compose idiomatically showing an excellent understanding of the required compositional features. They are confident using a variety of rhythmic devices and time signatures (both simple and compound). There will be an <b>outstanding</b> and <b>sophisticated</b> use of harmonic language and the use of instrumental timbres will be particularly <b>effective</b>. The music uses sophisticated structures and sounds finished. It is well developed, inventive and exciting.</li> <li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe complex musical elements in great detail and use extremely <b>effective</b> and precise musical language. They write detailed answers and justify their points with relevant examples. They have an excellent understanding of the effect of time and place and of how music has changed over time and an exceptional understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have a masterful musical vocabulary. They are fluent with <b>complex</b> treble and bass clef staff notation, symbols, signs and other musical notation.</li> <li>• <b>AO4 EVALUATING</b> - Students are able to make excellent critical judgements of their work through an excellent use of musical vocabulary outlining areas of success and areas that require further development, whilst also touching on how they would go about achieving this. Clear and detailed reasons for changes made during the compositional process are given and explained and some <b>imaginative</b> targets set.</li> </ul>



<p>8</p> <p><b>Key Words:</b></p> <p>Effective Extensive Excellent Confident Precise</p>	<p>Mastering</p> <p>Secure</p> <p>Mastering</p>	<p>SHOWN AN EXCEPTIONAL ABILITY IN:</p> <ul style="list-style-type: none"><li>• <b>AO1 PERFORMANCE</b> - Pupils perform grade 4/5 pieces. There will be very good technical control, appropriate use of tempo, and no more than 1 or 2 small errors in pitch and/or rhythm. Improvised ideas will be accurate, coherent and well balanced and interesting. There is an <b>excellent</b> awareness of others and complete involvement in the music. The performance is confident and shows conviction.</li><li>• <b>AO2 COMPOSING</b> – Pupils compose idiomatically showing an <b>excellent</b> understanding of the required compositional features. They are <b>confident</b> using a variety of rhythmic devices and time signatures (both simple and compound). There will be have an <b>extensive</b> understanding of harmonic language and the use of instrumental timbres will be very <b>effective</b>. The music is well structured and sounds finished.</li><li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe complex musical elements and use very <b>effective</b> and <b>precise</b> musical language. They write detailed answers. They have an excellent understanding of the effect of time and place and of how music has changed over time. They have an excellent understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have an <b>excellent</b> level of musical vocabulary. They are fluent with complex treble and bass clef staff notation</li><li>• <b>AO4 EVALUATING</b> - Students are able to make <b>excellent</b> critical judgements of their work through an excellent use of musical vocabulary outlining areas of success and areas that require further development. Clear and <b>detailed</b> reasons for changes made during the compositional process are given and explained.</li></ul>
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Key Words:

Effective  
Confident  
Thorough  
In - Depth

Mastering

Secure

Developing

SHOWN A HIGHLY CONFIDENT ABILITY IN:

- **AO1 PERFORMANCE** - Pupils perform longer rhythmic and melodic patterns from a variety of notations. They will be able to add a more complex LH part to a RH melody. There will be very good technical control, appropriate use of tempo, and no more than 1 or 2 small errors in pitch and/or rhythm. Improvised ideas will be accurate, coherent and well balanced and interesting. There is an **excellent** awareness of others and complete involvement in the music.
- **AO2 COMPOSING** – Pupils show the ability to use techniques and devices **thoroughly** within the composition. They are confident using a variety of rhythmic devices and time signatures (both simple and compound). There will be a very good understanding of harmonic language and the use of instrumental timbres will be very **effective**. The music is well structured and requires very little more to sound finished.
- **AO3 APPRAISING** - Students are able to identify and describe complex musical elements and use very **effective** and precise musical language. They write detailed answers. They have an excellent understanding of the effect of time and place and of how music has changed over time and can justify these points with examples and detail. They have an excellent understanding of how a composer's purpose and intention is reflected in the use of musical elements. They have an excellent level of musical vocabulary. They are fluent with complex treble and bass clef staff notation
- **AO4 EVALUATING** - students are able to make clear critical judgements of their work through an **extensive** use of musical vocabulary outlining areas of success and areas that require further development. Clear and **in-depth** reasons for changes made during the compositional process are given and explained.



<p>6</p> <p><b>Key Words:</b></p> <p><b>Convincing</b> <b>Comfortable</b> <b>Fluency</b> <b>Inventive</b> <b>Assured</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN CONFIDENT AND IMAGINATIVE ABILITY IN:</p> <ul style="list-style-type: none"><li>• <b>AO1 PERFORMANCE</b> - Pupils perform longer rhythmic and melodic patterns from a variety of notations. They will be able to add a simple LH part to a RH melody. There will be good technical control and consistent tempo and <b>fluency</b> with only one or two errors in pitch and/or rhythm. Improvised ideas will be accurate and there will be some development. There is a very <b>good</b> awareness of others and involvement in the music.</li><li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use techniques and devices successfully within the composition. They show a very <b>good</b> understanding of the required compositional features, and are confident using a variety of rhythmic patterns. There will be a <b>very good</b> level of appropriate harmonic understanding and the use of instrumental timbres will be <b>effective</b>. The music fulfils the brief and is <b>inventive</b> and exciting.</li><li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe musical elements and use accurate and relevant musical language. They have a very good understanding of the effect of time and place and of how music has changed over time. They have a very good understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have a very <b>good</b> level of musical vocabulary. They are <b>comfortable</b> with both treble and bass clef staff notation</li><li>• <b>AO4 EVALUATING</b> - Students are able to make clear and effective critical judgements of their work through an <b>assured</b> of musical vocabulary outlining areas of success and areas that require further development. Vocabulary should be used correctly. They present clear and detailed reasons for changes made during the compositional process and give <b>convincing</b> detail on how they intend to improve on their own work.</li></ul>
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<p>5</p> <p><b>Key Words:</b></p> <p>Clear Detailed Very Good Accurate</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A CONFIDENT ABILITY IN:</p> <ul style="list-style-type: none"><li>• <b>AO1 PERFORMANCE</b> - Pupils perform longer rhythmic and melodic patterns from a variety of notations <b>accurately</b>. They will be able to add a more complex LH part to a RH melody. There will be a good technical control, appropriate use of tempo, and no more than 1 or 2 small errors in pitch and/or rhythm. Improvised ideas will be <b>accurate</b>, coherent and well balanced and interesting. There is an excellent awareness of others and complete involvement in the music.</li><li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use techniques and devices <b>successfully</b> within the composition. They show a very good understanding of the elements of music, and are confident using a variety of rhythmic patterns. There will be a <b>very good</b> level of harmonic understanding and the use of instrumental timbres will be effective. The music fulfils the brief and is inventive and exciting.</li><li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe many musical elements and use <b>accurate</b> musical language. They have good understanding of the effect of time and place and of how music has changed over time. They have a very good understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have a <b>very good</b> level of musical vocabulary. They are able to read both simple treble and bass clef staff notation fairly fluently.</li><li>• <b>AO4 EVALUATING</b> - Students are able to make <b>clear</b> critical judgements of their work through an appropriate use of musical vocabulary outlining areas of success and areas that require further development. There may be one or two errors in the use of vocabulary. They present clear and <b>detailed</b> reasons for changes made during the compositional process and give insightful ways to improve on their own work.</li></ul>
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<p>4</p> <p>Key Words:</p> <p>Confident Secure Assured Detailed</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN AN APTITUDE IN:</p> <ul style="list-style-type: none"><li>• <b>AO1 PERFORMANCE</b> - Pupils perform longer rhythmic and melodic patterns from a variety of notations <b>securely</b>. They will be able to add a simple LH part to a RH melody. There will be a sense of technical control and consistent tempo and fluency with only one or two errors in pitch and/or rhythm. Improvised ideas will be accurate and there will be some development. There is a very good awareness of others and involvement in the music.</li><li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use techniques and devices <b>effectively</b> within the composition. They show a <b>good</b> understanding of the elements of music, and are confident using rhythm and tempo. There will be a <b>good</b> level of harmonic understanding and the use of instrumental timbres will be appropriate. They fulfil the brief.</li><li>• <b>AO3 APPRAISING</b> – Students are able to <b>confidently</b> identify and describe musical elements and use effective musical language. They have a good understanding of the effect of time and place and of how music has changed over time. They have a good understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have a good level of musical vocabulary. They are able to read simple treble clef and some bass clef staff notation.</li><li>• <b>AO4 EVALUATING</b> - Students are able to make very good critical judgements of their work through a very good use of musical vocabulary outlining areas of success and areas that require further development. There may be minor slips in the use of vocabulary not affecting the overall intent. They present clear and detailed reasons for changes made during the compositional process</li></ul>
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<p>3</p> <p><b>Key Words:</b></p> <p><b>Competent</b> <b>Consistent</b> <b>Informed</b> <b>Relevant</b> <b>Thoughtful</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN AN COMPETENT ABILITY IN:</p> <ul style="list-style-type: none"><li>• <b>AO1 PERFORMANCE</b> - Pupils perform longer rhythmic and melodic patterns from a variety of notations <b>competently</b>. They may be able to add a simple LH part to a RH melody with some success. There may be limited technical control although they will perform with fluency with only a few noticeable errors in pitch and/or rhythm. Improvised ideas will have some accuracy but there will be limited development. There is a <b>consistently</b> good awareness of others.</li><li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use techniques and devices within the composition, though not necessarily consistently. They show an understanding of the elements of music, and can use rhythmic patterns within a regular tempo. There will be some evidence of harmonic understanding and the use of instrumental timbres will be <b>appropriate</b>. The music will fulfil the brief with some success.</li><li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe musical elements and use <b>appropriate</b> musical language. They have an understanding of the effect of time and place and of how music has changed over time. They have an understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have a <b>competent</b> level of musical vocabulary. They are able to read simple treble clef staff notation, although they may lack some fluency and confidence.</li><li>• <b>AO4 EVALUATING</b> - Students are able to make <b>informed</b> critical judgements of their work through a <b>thoughtful</b> use of musical vocabulary outlining areas of success and areas that require further development. Some vocabulary may be less effective in parts. There is some <b>relevant</b> evidence of reasons for changes made during the compositional process.</li></ul>
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<p>2</p> <p><b>Key Words:</b></p> <p>Emerging Reasonable Appropriate Relevant Inconsistent</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN AN EMERGING ABILITY IN:</p> <ul style="list-style-type: none"><li>• <b>AO1 PERFORMANCE</b> - Pupils perform longer rhythmic and melodic patterns (8 bars +) from a variety of notations. There may be limited technical control although they will perform with <b>reasonable</b> fluency with only a few noticeable errors in pitch and/or rhythm. Improvised ideas will have some accuracy but there will be limited development. There is a <b>emerging</b> awareness of others.</li><li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use some <b>relevant</b> compositional techniques and devices within the composition. They show some understanding of the required compositional features, though there may be occasional <b>inconsistency</b> and the work may not fulfil the brief or genre. There will be an attempt to use appropriate harmony and the use of instrumental timbres will have <b>some effect</b>.</li><li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe <b>some</b> musical elements and use <b>basic</b> musical language. They have a <b>basic</b> understanding of the effect of time and place and of how music has changed over time. They have a <b>basic</b> understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have <b>basic</b> musical vocabulary and are able to read <b>some</b> simple treble clef staff notation</li><li>• <b>AO4 EVALUATING</b> - Students are able to make appropriate critical judgements of their work through the basic use of musical vocabulary outlining areas of success and areas that require further development. Some vocabulary will be less effective and <b>inconsistent</b> .There is clear attempts to provide evidence of reasons for changes made during the compositional process. The level of detail is not consistently maintained.</li></ul>
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<p><b>1</b></p> <p><b>Key Words:</b></p> <p>Basic Some Uneven Hesitant Limited</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A BASIC ABILITY IN:</p> <ul style="list-style-type: none"> <li>• <b>AO1 PERFORMANCE</b> - Pupils perform simple <b>short (4-8 bars)</b> rhythmic and melodic patterns from a variety of notations. There may be poor technical control and a lack of fluency and numerous errors in pitch and rhythm. Performance will be hesitant and lack confidence. Improvised ideas will be limited. They show a basic awareness of others in an ensemble performance.</li> <li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use <b>basic</b> compositional techniques and devices within the composition. They show a <b>basic</b> understanding of the required compositional features, though there may be frequent incoherence and the work may not fulfil the brief. There is little attempt at using harmony but the use of instrumental timbres will have some effect. The work may appear simplistic and will not fully fulfil the brief.</li> <li>• <b>AO3 APPRAISING</b> – Students are able to identify and describe <b>some</b> musical elements and use <b>basic</b> musical language. They have a <b>limited</b> understanding of the effect of time and place and of how music has changed over time. They have a <b>limited</b> understanding of how a composer’s purpose and intention is reflected in the use of musical elements. They have <b>limited</b> musical vocabulary but attempt recollection with some success.</li> <li>• <b>AO4 EVALUATING</b> - Students are able to make <b>some</b> critical judgements of their work through Limited use of musical vocabulary outlining areas of success and areas that require further development. There is some evidence of reasons for changes made during the compositional process but detail is lacking <b>or limited</b>.</li> </ul>
<p><b>BELOW 1</b></p> <p><b>Key Words:</b></p> <p>Attempted Limited Rudimentary Short</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>SHOWN A LIMITED ABILITY IN:</p> <ul style="list-style-type: none"> <li>• <b>AO1 PERFORMANCE</b> - Pupils perform simple <b>short (2 bars)</b> rhythmic and melodic patterns from a variety of notations. There may be poor technical control and a lack of fluency and numerous errors in pitch and rhythm. Improvised ideas will be very limited and short. They show little awareness of others in an ensemble.</li> <li>• <b>AO2 COMPOSING</b> – Pupils show the ability to use some <b>rudimentary</b> techniques and devices within the composition. They show a <b>basic</b> understanding of the elements of music, and rhythm. There may be a single line melody, and the work may not fulfil the brief. There will be no attempt to use harmony and the use of instrumental timbres will be <b>rudimentary</b>.</li> <li>• <b>AO3 APPRAISING</b> – Pupils can define some musical vocabulary but this is <b>limited</b>. They can attempt to identify these and some instrumental timbres in the music with a little success. They struggle to read simple treble clef staff notation</li> <li>• <b>AO4 EVALUATING</b> - Students are able to make few critical judgements of their work. There is limited use of musical vocabulary outlining areas of success and they struggle to find areas that require further development. There is no evidence of reasons for changes made during the compositional process.</li> </ul>