

Music (Year 8)

<p>Grade</p> <p>Skill Area</p>	<p>Initial – a student who is still initial will be able to meet some of the following with support:</p>	<p>Emerging – a student whose understanding is still emerging will be able to:</p>	<p>Developing – a student whose understanding is developing will also be able to:</p>	<p>Secure – a student whose understanding is secure will also be able to:</p>	<p>Advanced – a student whose understanding is advanced will be able to do some of the following:</p>	<p>Mastered – a student who has mastered their understanding will be able to do all of the following consistently:</p>
<p>Performing</p> <p><i>Students should:</i> <i>'Play and perform in solo or ensemble contexts using their voice and playing instruments musically and fluently with accuracy and expression.'</i></p>	<p>Perform simple musical ideas as a solo with lack of accuracy in pitch/rhythm and fluency. Contribute a separate part in an ensemble with some lack of accuracy and stability.</p>	<p>Perform a melody and accompaniment as a solo with some degree of accuracy in rhythm/pitch, though not always fluently. Maintain a separate part in an ensemble with a fair degree of security.</p>	<p>Perform a melody and accompaniment as a solo with some degree of fluency and accuracy. Maintain a separate part in an ensemble with security and ability to adjust to others.</p>	<p>Perform a more complex melody and accompaniment as a solo with a reasonable degree of accuracy, fluency and expression. Make a significant contribution to an ensemble by performing a separate part confidently and accurately with sensitivity and awareness of the role. Can take on a leadership role in a group.</p>		
<p>Composing</p> <p><i>Students should:</i> <i>'Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.'</i></p>	<p>Improvise simple rhythmic and melodic ideas with a lack of fluency. Compose by combining layers of sound in a group setting and have some awareness of the combined effect.</p>	<p>Improvise simple rhythmic and melodic ideas with a higher level of success and fluency. Compose by combining layers of sound in a group setting and have good awareness of the combined effect.</p>	<p>Improvise quite extended and fairly complex rhythmic and melodic ideas with a reasonable degree of fluency. Compose by combining appropriate musical devices, e.g. melody, rhythm, chords, textures, structure.</p>	<p>Improvise extended and more complex melodic and rhythmic ideas with confidence and good fluency. Compose in different genres and styles; develop musical ideas and incorporate a range of expressive devices and techniques.</p>		

<p>Listening & Appraising</p> <p><i>Students should:</i> <i>'Listen with increasing discrimination to a wide range of music; develop a deep understanding of the music that they perform or listen to, and its history.'</i></p>	<p>Recognise and describe contrasts of basic musical elements as well as basic rhythmic and melodic features.</p>	<p>Recognise and describe contrasts between most of the key features of a piece of music using a good amount of the relevant musical vocabulary.</p>	<p>Identify, describe and explain the key features of music across a range of styles and genres using musical vocabulary accurately and with clear understanding.</p>	<p>Identify, describe and explain specific details and the more complex features in music from a variety of styles and genres using advanced musical vocabulary and with impressive attention to musical detail.</p>
--	---	--	---	--