

Music Assessment Criteria

	Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
End of Year 7	<ul style="list-style-type: none"> I can sing in tune and with expression. I can perform a simple part on an instrument. I can compose simple repeated patterns. I can combine a number of simple ideas with an awareness of the overall effect. I can recognise how different musical elements have been combined to create an overall effect. I can suggest improvements to my own work. 	<ul style="list-style-type: none"> I can perform my own part and show that I can play in time with a group. I can improvise melodies or rhythms as part of a group. I can compose within a given musical structure. I can describe and compare pieces of music using musical vocabulary. I can suggest improvements to my own work and the work of others. 	<ul style="list-style-type: none"> I can perform more significant parts on an instrument or voice. I can perform a number of roles with a group such as leading, taking a solo and supporting others. I can improvise within a given structure as part of a group performance. I can compose within a given style using appropriate musical devices. I can analyse music and recognise a number of musical devices. I can suggest and explain how to refine my own and the work of others. 	<ul style="list-style-type: none"> I can perform more complex parts and make expressive use of musical elements such as tempo and dynamics. I am able to make changes to my performances to improve the way they fit with others. I can compose more complex pieces of music that show that I can develop musical ideas using a range of suitable musical devices. I can compare and evaluate pieces of music and how they reflect the purpose it is for. I can suggest and explain improvements using a range of vocabulary appropriate to the style of the piece.
End of Year 8	<ul style="list-style-type: none"> I can perform my own part and show that I can play in time with a group. I can improvise melodies or rhythms as part of a group. I can compose within a given musical structure. I can describe and compare pieces of music using musical vocabulary. I can suggest improvements to my own work and the work of others. 	<ul style="list-style-type: none"> I can perform more significant parts on an instrument or voice. I can perform a number of roles with a group such as leading, taking a solo and supporting others. I can improvise within a given structure as part of a group performance. I can compose within a given style using appropriate musical devices. I can analyse music and recognise a number of musical devices. I can suggest and explain how to refine my own and the work of others. 	<ul style="list-style-type: none"> I can perform more complex parts and make expressive use of musical elements such as tempo and dynamics. I am able to make changes to my performances to improve the way they fit with others. I can compose more complex pieces of music that show that I can develop musical ideas using a range of suitable musical devices. I can compare and evaluate pieces of music and how they reflect the purpose it is for. I can suggest and explain improvements using a range of vocabulary appropriate to the style of the piece. 	<ul style="list-style-type: none"> I can perform more challenging music and make significant contributions to my group work. I can perform in a range of styles. I can develop and refine my performances to extend them within the task set. I can create coherent compositions that show that I can add my own musical ideas to suit the style of the task. I can extend and develop my composition work by making my own refinements to my work. I can show an understanding of the way different styles of music work. I can make effective use of a wide range of musical vocabulary and relate it to my own and the work of others.