

## Music Year 8 - Performing

Year 8	Emerging	Developing	Secure	Excelling
Instrument Skills	Can use <b>simple</b> keyboard skills in one hand. Some <b>attempt</b> to add <b>basic</b> use of the musical elements	Use of more developed keyboard skills but mostly in one hand only. Some <b>elements of fluency</b> in performance	Use of more <b>developed</b> keyboard skills in both hands which offer a mostly <b>secure</b> performance. Evidence of <b>control and accuracy</b> within actions.	Extremely <b>effective</b> use of developed keyboard skills in both hands which offer an <b>accomplished</b> performance. and are executed with <b>control, accuracy and precision</b>
Mastering stylistic features	<b>Little attempt</b> to work in chosen style or adapt musical elements to convey this. Most pieces sound similar.	<b>Some</b> sense of style in performance, using <b>some</b> specific rhythms, sounds and dynamics to convey the chosen style	<b>Clear</b> demonstration of style/genre within the piece using <b>correct</b> rhythms, sounds and dynamics to convey the chosen style.	Style/genre within the piece is <b>clearly embedded</b> throughout and <b>mastered consistently</b> and with authenticity, using correct rhythms, sounds and dynamics with <b>creativity</b> .
Working as part of a group	Evidence of working with others with <b>some positivity</b> . <b>Guidance</b> needed. <b>Relies on others</b> for motivation and ideas	Evidence of working with others with <b>some positivity</b> and <b>cooperation</b> . <b>Some simple</b> organisational skills evident.	<b>Positive</b> group working relationships. With <b>some clear leadership</b> and <b>organisational</b> skills shown.	<b>Extremely positive</b> working relationships within group and <b>strong leadership</b> shown. <b>Exceptional organisation</b> skills
Delivering a performance	<b>Takes part</b> but no real sense of performance <b>or commitment</b>	A performance is undertaken with <b>some</b> success. Only minor errors evident	<b>Some</b> consistency in the application of skills in a <b>clear</b> and <b>confident</b> performance. <b>Awareness</b> of audience	<b>Very confident</b> and consistent performance showing <b>awareness</b> of audience <b>throughout</b> .
Evaluating Music	If prompted, can offer only <b>basic response</b> to a performance, expressing yes or no.	If prompted, can offer a <b>simple response</b> on aspects of a performance.	Can make <b>clear</b> comments on the strengths and weaknesses of a performance with <b>some clear justification</b> of ideas.	Offers <b>detailed comments</b> on the strengths and weaknesses of a performance, <b>justifying</b> their ideas and using <b>some subject specific vocabulary</b> .

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Composition	Able to follow a <b>simplified</b> version of music/tablatore with <b>limited accuracy</b> . <b>Some attempt</b> to add <b>basic</b> musical elements such as dynamics or timbre to their piece.	Able to play and write <b>simple</b> traditional stave notation and/or tablature with <b>some accuracy</b> . <b>Can add 2 or 3</b> different musical elements to an initial idea.	<b>Creative</b> composition/arrangement which shows <b>accurate</b> use of a variety of notations. Can <b>apply</b> several musical elements with a sense of purpose.	<b>Effective</b> and <b>imaginative</b> composition/arrangement which shows a <b>comprehensive</b> understanding of a variety of notations with <b>clear, considered</b> use of the musical elements.
Ensemble skills	Own part of music is <b>partially learnt</b> . <b>Attempts</b> to play along with others.	Own part is <b>mainly learnt</b> with an <b>attempt</b> at playing own role within an ensemble.	Own part is <b>secure</b> and is played <b>successfully</b> as part of a group and with <b>fluency</b> .	Able to take a <b>leading role</b> in the group, performing own part <b>securely</b> and showing <b>sensitivity</b> to the parts of others.
Working as part of a group	Works with others only with <b>guidance</b> and <b>support</b> . <b>Little evidence</b> of original ideas or input.	Evidence of working with others with <b>some positivity</b> . Can contribute <b>some ideas</b> to the group but these may not be original.	<b>Positive</b> group working relationships. <b>Imaginative responses</b> to tasks, showing <b>understanding</b> of musical elements, techniques and <b>some creativity</b> in their application.	<b>Excellent</b> organisation skills and <b>positive</b> working relationships. <b>Strong leadership</b> shown. Ideas are <b>imaginative</b> , showing a <b>more complex understanding</b> and <b>creative</b> application of the musical elements and techniques.
Delivering a performance	<b>Takes part</b> but no real sense of performance or <b>commitment</b>	A performance is undertaken with <b>some</b> success. Only minor errors evident.	<b>Some consistency</b> in the application of skills in a <b>clear</b> and <b>confident</b> performance. <b>Awareness</b> of audience.	<b>Very confident</b> and consistent performance showing <b>awareness</b> of audience <b>throughout</b> .
Evaluating Music	If prompted, can offer only <b>basic response</b> to a performance, expressing yes or no.	If prompted, can offer a <b>simple response</b> on aspects of a performance.	Can make <b>clear</b> comments on the strengths and weaknesses of a performance with <b>some clear justification</b> of ideas.	Offers <b>detailed comments</b> on the strengths and weaknesses of a performance, <b>justifying</b> their ideas using <b>some subject specific vocabulary</b> .

## **Music Year 8 – Composing/Arranging**