

Music Grade Descriptors

Topic and AO	1	2	3	4	5	6	6+
Listening	Listen to music and identify some characteristics.	Listen to music and identify key characteristics in a range of music	Listen to music and identify characteristics in a range of music and be able to place it on a timeline.	Listen to music exhibiting good discrimination skills, in a wide range of music and great composers and be able to place it fairly accurately on a timeline.	Listen to music exhibiting good discrimination skills, in a wide range of music and great composers and be able to place it accurately on a timeline.	Listen to music exhibiting excellent discrimination skills, in a wide range of music and great composers and be able to place it accurately on a timeline.	Listen to music exhibiting excellent discrimination skills, in a wide range of music and great composers and be able to place it accurately on a timeline and suggest a suitable composer.
Composing	Extend musical ideas by drawing on musical structures, styles, genres and traditions. Use a little notation with music software eg Sibelius Fulfil a basic brief. Use garageband showing basic music tech skills.	Extend musical ideas by drawing on musical structures, styles, genres and traditions. Use a little notation with music software eg Sibelius. Fulfil a brief. Use garageband showing some music tech skills	Extend and develop musical ideas by drawing on musical structures, styles, genres and traditions. Use some notation with music software eg Sibelius Fulfil a brief with some success. Use garageband showing music tech skills appropriately	Extend and develop musical ideas by drawing on musical structures, styles, genres and traditions with some expression. Use notation with music software eg Sibelius Fulfil a brief fully Use garageband showing music tech skills successfully	Extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions with expression and several keys. Use notation successfully and appropriately with music software eg Sibelius. Fulfil a brief successfully. Use garageband showing a range of music tech skills successfully	Extend and develop musical ideas successfully by drawing on a range of musical structures, styles, genres and traditions with expression and using a range of keys. Use notation successfully and appropriately including music software programme skills eg Sibelius. Fulfil a brief completely, with style. Use garageband showing a range of music tech skills effectively.	Extend and develop musical ideas successfully by drawing on a range of musical structures, styles, genres and traditions demonstrating the musical elements within a range of keys. Use different notations successfully and appropriately including music software programme skills eg Sibelius. Fulfil a brief completely, with style. Use garageband showing a range of music tech skills effectively to fulfil a brief.

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Singing	<p>Sing as part of an ensemble, staying in time. Sing in a variety of styles.</p>	<p>Sing with a little confidence and some accuracy in solo or ensemble roles. Sing in a variety of styles.</p>	<p>Sing with some confidence and mostly accurate with attempts at expression in solo and ensemble roles. Sing in a variety of styles with some understanding.</p>	<p>Sing confidently and fluently with accuracy and some expression in solo and ensemble roles. Sing in a variety of styles with understanding.</p>	<p>Sing confidently and fluently with accuracy and expression in solo and ensemble roles. Sing a harmony line with a group. Sing in a variety of styles with a greater understanding.</p>	<p>Sing confidently and fluently with accuracy and appropriate expression in solo and ensemble roles. Sing a leading part successfully. Sing a harmony line successfully with a group. Sing in a variety of styles with great understanding.</p>	<p>Sing confidently and fluently with accuracy and appropriate expression in solo and ensemble roles. Sing a leading part successfully. Sing a harmony line successfully. Sing in a variety of styles with great understanding both of the music and the sense of purpose and occasion on which it would be performed.</p>
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<p style="text-align: center;">Performing</p>	<p>Play and perform pieces or parts of pieces with a little degree of success. Show an awareness of a conductor.</p>	<p>Play and perform pieces or parts of pieces with a little confidence, some accuracy and with occasional attempt at expression. Perform from ear and by simple notation. Maintain your own part with an awareness of how all the parts fit together. Suggest improvements to your own work and others' work. Set yourself basic targets. Follow basic signals from a conductor</p>	<p>Play and perform pieces with some confidence, mostly accurately and with attempts at expression. Perform significant parts from memory and from notations. Lead others, take a solo part and / or provide rhythmic support. You can say how venue , occasion and purpose affect the way the music is performed. You can refine and improve your work. You can set targets.</p>	<p>Play and perform complex pieces confidently, accurately and fluently with some expression. You can select and demonstrate expressive use of tempo, dynamics, phrasing and timbre. You can make adjustments to fit your own part within a group performance. You can make improvements to your work and others' work in a chosen style. You can set more challenging targets.</p>	<p>Play and perform pieces confidently, accurately and fluently with expression. You can perform in different styles, make significant contributions to the ensemble and using relevant notation. You can evaluate, and make critical judgements about the use of musical conventions and other characteristics, and how different contexts are reflected in your own and others' work. You can analyse your progress successfully and set challenging and relevant targets. Respond to signals from a conductor.</p>	<p>Play and perform more complex pieces confidently, accurately and fluently with appropriate expression. Improvise successfully using a range of techniques and musical devices. Show a deep understanding of the music you perform, with a good awareness of it's history. You can perform in different styles, make significant contributions to the ensemble, play a leading role, and using relevant notation. You can evaluate and make critical judgements about the use of musical conventions and other characteristics, and how different contexts are reflected in your own and others' work successfully. You can analyse your progress successfully and set challenging and relevant targets. Respond to signals from a conductor immediately and effectively.</p>	<p>Play and perform complex pieces confidently, accurately and fluently with appropriate expression. Improvise successfully using a range of techniques, scales and musical devices. Show a deep understanding of the music you perform, with an excellent awareness of its history. You can perform in different styles, make significant contributions to the ensemble, play a leading role, and using relevant notation. You can evaluate and make critical judgements about the use of musical conventions and other characteristics, and how different contexts are reflected in your own and others' work successfully. You can analyse your progress successfully and set challenging and relevant targets. You can respond to signals from a conductor immediately and effectively.</p>
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