Music		AO1 - 30%	AO2 - 30%	AO3 - 20%	Additional indicators
% of Total Grade		**Performing skills**: performing/ realisingwith technical control, expression and interpretation.	**Composing skills**: creating and developingmusical ideas with technical control and coherence.	**Listening and appraising skills:** analysing and evaluating music using musical terminology.	
	9+ 9				
A*	9- 8+ 8 8-	**Can independently…** …Perform music equivalent to a grade 5 level. …Perform making no mistakes or errors regarding rhythm and pitch. …Perform expressively using the appropriate stylistic features. …Show full commitment, conviction and confidence in my performance.	**Can independently…** …Can compose and produce accurate notated musical ideas. …Can compose with awareness and mature understanding of musical expression and devices. …Can compose showing knowledge and understanding of musical styles and conventions.	**Can independently identify and explain:** Augmentation, diminution, hemiola, cross-rhythm Cadences: perfect, plagal, imperfect, interrupted, Tièrce de Picardie **Modulation: –** Dominant/subdominant in major or minor key Relative major or minor Augmentation, diminution, sequence, inversion of melody Instrumental techniques including con arco/with a bow, pizzicato/plucked, con sordino/muted, double-stopping, tremolo/tremolando	
A	7+ 7 7- 6+	**Can independently…** …Perform with only the occasional slips in pitch and rhythm, which does not disrupt the fluency of the performance. …Perform a fully committed performance that demonstrates full involvement …Perform showing mature understanding of period and style. …Perform using the appropriate tempo, expressive and stylistic features …Perform at grade 4 or equivalent and above …Adapt to other performers in an ensemble	**Can independently…** …Create a composition that is musically stimulating, interesting and satisfying. …Create a successful demonstration and imaginative creation of musical ideas in relation to the Areas of Study selected. …Achieve a sense of completeness in the music; there is evidence of devel. of the musical ideas. …Write for idiomatically for instruments, voices and sound sources. …Create a score which shows most ideas clearly	**Can independently identify and explain:** Dotted rhythms, triplets, syncopation Major, minor and dominant seventh chords using Roman numerals/chord symbols Key up to 4 sharps and 4 flats Imitative, canonic and layered textures Intervals within the octave Sonata, minuet & trio, scherzo & trio	
B	6 6- 5+	**Can independently…** …Perform with reasonably secure pitch and rhythm …Perform showing commitment and conviction. …Perform with appropriate style and tempo. …Perform observing expressive details. …Perform with a high level of responsiveness.	**Can independently…** …Create a composition that is imaginative and largely satisfying. …Demonstrate a sound sense of understanding of musical ideas re. the Areas of Study selected. …Produce a sense of wholeness in the music with some development of the musical ideas presented. …Demonstrate understanding of the techniques required for instruments, voices and sound sources.	**Can independently identify and explain:** -Regular, irregular, free time -Diatonic, chromatic harmony -Tonal, major, minor, modal tonality -Harmonic/homophonic, polyphonic/contrapuntal textures -Conjunct, disjunct, triadic, broken chords, scalic, arpeggio melodies -Timbre, including the use of technology, synthesised and computer-generated sounds,	

		Performing	Composing	Listening	
	5		…Create a score which contains sufficient detail to reflect the intentions, though some details may be missing. …Create a score shows some musical ideas clearly.	sampling, and use of techniques such as reverb, distortion and chorus -Strophic, through-composed, da capo aria, -Cyclic structures.	
C	**5-** **4+** **4** **4-**	**Can independently…** …Perform but tend to lack commitment and conviction on occasions. …Perform with a sense of character …Perform to Grade 3 or equivalent level. …Perform meeting the technical demands.	**Can independently…** …Create a composition which is largely effective. …Demonstrate some understanding of the musical ideas in relation to the Areas of Study selected. …Demonstrate competent handling of the musical ideas. …Demonstrate some understanding of the techniques required for instruments, voices and sound sources. …Create a score which shows some accuracy but may contain some omissions and/or inaccuracies.	**Can independently identify and explain:** -Polyrhythm, bi-rhythm -Consonant, dissonant harmony -Unison, octaves, single melody line, melody with accompaniment, antiphonal texture -Slide/glissando/portamento, ornamentation -Vocal techniques such as falsetto and vibrato -Rondo, theme & variations, arch-shape	
D	**3+** **3** **3-**	**Can independently…** …Perform with reasonable accuracy. …Perform with reasonably fluency, but can be affected by slips and errors. …Perform meeting some of the technical demands. …Perform as part of an ensemble but may not always be responsive to other performers in an ensemble	**Can independently…** …Create a composition which is partially effective. …Demonstrate limited understanding of the musical ideas in relation to the Areas of Study selected. …Demonstrate some limitations in the handling of the musical ideas. …When writing for instruments, voices and sound sources may present inconsistencies in their deployment. …Create a score shows some musical ideas clearly	**Can independently identify and explain:** -Tempo, rubato -Pedal, drone -Passing notes, acciaccaturas, appoggiaturas and blue notes -Instruments and voices singly and in combination as found in music for solo instruments, concertos, chamber groups, pop and vocal music -Graduation of dynamics pp-ff inc. hairpins/crescendo/diminuendo -Ground bass, continuo, cadenza	
E	**2+** **2** **2-**	**Can independently…** …Perform to Grade 2 or equivalent level. …Produce performances in which accuracy is of a basic level, and errors inhibit them. …Demonstrate a basic level of conviction and commitment …Demonstrate expression and sensitivity of a basic level …Demonstrate uneven responsiveness to other performers in an ensemble.	**Can independently…** …Create a composition which works at a basic level. **…**Demonstrate a basic understanding of the musical ideas presented in relation to the Areas of Study selected. …Demonstrate some incoherence in the handling of musical ideas. **…**Write for instruments, voices and sound sources in simplistic way, lacking finish. …Create a score which shows inconsistencies and is not accurately presented.	**Can independently identify and explain:** -Simple/Compound time -Ostinato, riff, pitch bend -Generic families of instruments as found in world music -Common signs, terms & symbols -Binary, ternary, call & response	
F	**1+**	**Can independently…** …Perform music of a grade 1 level or equivalent. …Produce performances which lack commitment and conviction …Demonstrate rudimentary sensitivity to the	**Can independently…** …Produce a composition which is very rudimentary. **…**Demonstrate a rudimentary understanding of the ideas in relation to the Areas of Study. …Demonstrate musical ideas which lack coherence	**Can independently identify and explain:** -Drum fills -Phrasing, articulation -Popular song forms	

G	**1**	expressive and technical demands …tend to concentrate on my own part only in an ensemble performance.	and may appear incomplete. …Demonstrate a lack of understanding when writing for instruments, voices and sound sources …Create a score which is inaccurate and incomplete.		
	1-	**Can independently…** …Perform music that is below a grade 1 level. …Perform music that is barely recognizable …Perform so that no attention is paid to expression or technical demands …Demonstrate no awareness of others in an ensemble performance	**Can independently…** …Show no evidence of the skills being assessed.	**Can independently identify and explain:** -Pulse -Thick and thin texture -Improvisation -Loud and quiet	