

Music KS3 Assessment Framework					
	Beginning Grade 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
Dance Music	I can:	I can:	I can:	I can:	I can:
	<b>Playing: Singing &amp; Performing</b>  Perform simple sections of dance music with support and guidance.	<b>Playing: Singing &amp; Performing</b>  Use Chords I, IV and V in simple accompaniment patterns in a range of dance music.    Perform a range of simple dance music, showing awareness of the basic musical features from different times and places e.g. marches, waltzes and simple accompaniment patterns.	<b>Playing: Singing &amp; Performing</b>  Perform a range of more advanced dance music showing awareness of the stylistic features of the music e.g. tango, country and western, Irish Jigs and Reels.	<b>Playing: Singing &amp; Performing</b>  Use Chords I, IV, V, V7 and seventh chords when performing a range of dance music.	<b>Playing: Singing &amp; Performing</b>  Fluently perform, both in solo and ensemble contexts, a range of more technical dance music from different times and places e.g. movements from a Baroque Dance Suite, Disco Riffs
	<b>Creating: Composing &amp; Improvising</b>  Create simple sections of dance music with support and guidance.	<b>Creating: Composing &amp; Improvising</b>  Create simple sections of dance music within a specific genre showing some awareness of musical features and typical instrumentation.	<b>Creating: Composing &amp; Improvising</b>  • Create structured pieces of dance music within a specific genre showing good awareness of musical elements, features and structures typical of the style.	<b>Creating: Composing &amp; Improvising</b>  Create refined and stylistic pieces of dance music showing full awareness of musical features typical of the genre.	<b>Creating: Composing &amp; Improvising</b>  Use more advanced chords, such as diminished sevenths and primary and seventh chords in different accompaniment patterns, when performing a range of dance music.
	<b>Critical Engagement: Listening &amp; Appraising</b>  Identify musical features and the elements of music in a limited range of simple dance music e.g. marches and waltzes.	<b>Critical Engagement: Listening &amp; Appraising</b>  Distinguish between 2, 3, and 4-ina-bar beat patterns in dance music.	<b>Critical Engagement: Listening &amp; Appraising</b>  Understand simple time (2/4, 3/4 and 4/4) in dance music.	<b>Critical Engagement: Listening &amp; Appraising</b>  Distinguish between simple and compound time (6/8) in dance music.	<b>Critical Engagement: Listening &amp; Appraising</b>  Distinguish between dance music from different times and places by an in-depth analysis of musical features and the elements of music.
	    Be able to identify different types and styles of dance and describe the music which would accompany these using basic musical vocabulary.		  Recognise and demonstrate characteristic rhythms of specific dance music genres e.g. march, waltz, tango, four-on-the-floor.   Use more specific musical vocabulary e.g. tempo, instrumentation, form and structure, dynamics to make connections between different types and styles of dance and the music which would accompany them.	    Identify more complex musical features and the elements of music in a broader range of dance music from different times and places.	    Make more advanced connections between physical dancing and the accompanying dance music in terms of rhythm, metre and time signature.