

Music KS3 Assessment Framework					
	Beginning Grade 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
I've Got Rhythm	I can:	I can:	I can:	I can:	I can:
	Playing: Singing & Performing Perform a basic rhythm when playing as part of a group	Playing: Singing & Performing Perform a rhythm using quavers, crotchets and minims	Playing: Singing & Performing Perform well as part of a group, maintaining a steady beat and recognising when sections of the performance might need additional rehearsal	Playing: Singing & Performing Take on a leading role when performing and composing rhythmic music as part of a group e.g. performing on own instruments or counting the group in establishing a level of pulse/beat appropriate to the performance	Playing: Singing & Performing Perform more rhythmically complex patterns, both as a soloist and as part of a group
	Creating: Composing & Improvising Compose a simple rhythm based mainly on crotchets and minims	Creating: Composing & Improvising Compose a rhythm using quavers, crotchets and minims	Creating: Composing & Improvising Use rhythm grid notation to record ideas when composing and performing.	Creating: Composing & Improvising Use single line rhythm notation utilizing basic note values and symbols effectively when performing and composing	Creating: Composing & Improvising Compose a varied rhythmic pattern and successfully notate it using traditional notation
	Critical Engagement: Listening & Appraising Find and tap along with the beat of a piece of music	Critical Engagement: Listening & Appraising Define the terms pulse/beat, rhythm and notation	Critical Engagement: Listening & Appraising Distinguish between pulse/beat and rhythm when listening, performing and composing music	Critical Engagement: Listening & Appraising Identify more complex rhythm patterns including irregular time signatures.	Critical Engagement: Listening & Appraising Recognise more advanced rhythmic patterns, such as triplets and dotted rhythms
		Identify basic levels of pulse/beat when listening to music from different times and places Establish whether a pulse/beat is a 2, 3 or 4-beat pulse	Identify more complex levels of pulse when listening to music from different times and places Explain why rhythm is important in organising music		