

Music KS3 Assessment Framework					
	Beginning Grade 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
Sonority City	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform a basic line of orchestral music on a keyboard with teacher support</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform a range of different pieces of orchestral music, either on instruments or keyboards, with support e.g. note names, as part of a class orchestra.</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform a range of different pieces of orchestral music, either on instruments or keyboards individually e.g. reading from staff notation, as part of a class orchestra.</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform solo parts from a range of different pieces of orchestral music either on instruments, keyboards or using own instruments taking on leading roles when rehearsing or assuming the role of the conductor</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Lead ensembles in a professional manner with justified confidence</p>
	<p>Critical Engagement: Listening & Appraising</p> <p>Understand that an orchestra is made up of different sections or families of instruments and to name these correctly – strings, woodwind, brass, percussion</p>	<p>Critical Engagement: Listening & Appraising</p> <p>Further describe the role of the conductor within an orchestra e.g. rehearsals, balance of parts, sets tempo, interpretation of a piece</p>	<p>Critical Engagement: Listening & Appraising</p> <p>Correctly identify most instruments of the orchestra visually and aurally when playing solo and in ensemble e.g. strings when listening to a string quartet</p>	<p>Critical Engagement: Listening & Appraising</p> <p>Correctly identify solo instruments when accompanied by other instruments e.g. in a concerto</p>	<p>Critical Engagement: Listening & Appraising</p> <p>Identify all instruments of the orchestra including those more difficult to identify, e.g. Cor Anglais, Viola, Oboe, French Horn etc. visually</p>
	<p>Give one or two simple features of the conductor of an orchestra e.g. beats time, brings in different instruments.</p>	<p>Be able to identify the most common instruments of the orchestra instruments visually and aurally when playing solo.</p>	<p>Understand and use the word ensemble to describe a group of performers such as an orchestra</p>	<p>Use more advanced musical vocabulary to describe different playing techniques of instruments of the orchestra e.g. pizzicato, arco, con sordino, glissando</p>	
	<p>Use basic musical vocabulary to describe how different instruments of the orchestra are constructed e.g. wood, strings, metal</p>	<p>Use a limited range of words when describing the timbre or sonority of instruments of the orchestra e.g. shrill, harsh, piercing, soft, warm, mellow.</p>	<p>Use more music-specific vocabulary, including reference to instrument construction and playing techniques, when describing the timbre or sonority of different instruments of the orchestra e.g. metal, scrape, wood, gut, skin, shake etc.</p>	<p>Use musical vocabulary to describe sound production methods of different instruments of the orchestra e.g. vibration, resonance.</p>	<p>Use a wide range of musical vocabulary when describing the timbre or sonority of instruments of the orchestra</p>