

Music KS3 Assessment Framework					
	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
Folk Music	I can:	I can:	I can:	I can:	I can:
	<b>Playing: Singing &amp; Performing</b>  *Perform and sing simple Folk Song melodies in unison, with some inaccuracies	<b>Playing: Singing &amp; Performing</b>  *Perform and sing simple Folk Song melodies in unison. *Follow basic lyrics, melody, and chords on Lead Sheets	<b>Playing: Singing &amp; Performing</b>  *Provide more technical accompaniments to Folk Songs: learning chords on guitar or ukulele or using seventh and minor chords *Navigate confidently around a Lead Sheet.	<b>Playing: Singing &amp; Performing</b>  *Provide stylistic and effective accompaniments to Folk Songs on more than one instrument or by performing chords in different ways	<b>Playing: Singing &amp; Performing</b>  *Perform Folk Music stylistically and with confidence
	<b>Creating: Composing &amp; Improvising</b>  *Create basic arrangements of Folk Songs with Lead Sheets as part of a group and with teacher support	<b>Creating: Composing &amp; Improvising</b>  *Create simple arrangements of Folk Songs from Lead Sheets *Provide basic harmonic accompaniments to Folk Songs: drone, pedal, simple keyboard chords	<b>Creating: Composing &amp; Improvising</b>  *Create stylistic arrangements of Folk Songs adapting and refining basic musical material from Lead Sheets effectively	<b>Creating: Composing &amp; Improvising</b>  *Create refined arrangements of Folk Songs from Lead Sheets taking on a leading role within the ensemble and adding new, original material to existing musical ideas	<b>Creating: Composing &amp; Improvising</b>  *Create excellent arrangements of Folk Music, demonstrating leadership within the group
	<b>Critical Engagement: Listening &amp; Appraising</b>  *Understand the meaning of Folk Music	<b>Critical Engagement: Listening &amp; Appraising</b>  *Recognise Folk Music as a genre distinct from other styles and genres of music *Understand the structure of simple Folk Songs: Intro, Verse, Chorus/Refrain.	<b>Critical Engagement: Listening &amp; Appraising</b>  *Understand the Oral/Aural Tradition in Folk Music *Know and recognise different musical instruments used in Folk Music. *Understand the different textural layers in Folk Songs: Melody, Chords, Bass Line.	<b>Critical Engagement: Listening &amp; Appraising</b>  *Understand the importance of the characteristics of different types of Folk Music in relation to activities 'associated with' its performance e.g., rhythm in Folk Dances, repetition in Sea Shanties. *Understand the limitations of Lead Sheets over more detailed forms of notation e.g. staff notation	<b>Critical Engagement: Listening &amp; Appraising</b>  *Understand the importance and relevance of Folk Music, demonstrating further research and knowledge