

Music KS3 Assessment Framework					
	Beginning Grade 1	Working Towards Grade 2-3	Expected Grade 4-5	Exceeding Grade 6-7	Excelling Grade 8-9
Saharan Sounds	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform one sound correctly on an African drum</p> <p>Sing the song melody to “Wimoweh” in unison as part of a class or small group</p> <p>Creating: Composing & Improvising</p> <p>Improvise a basic "call" pattern with limited success.</p> <p>Critical Engagement: Listening & Appraising</p> <p>Know that African music is often performed using different types of drum, but other percussion instruments (pitched and unpitched) are also used.</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform as part of a group a simple cyclic rhythm</p> <p>Sing and perform unison “response” patterns as part of a class or small group</p> <p>Creating: Composing & Improvising</p> <p>Improvise and compose one “call” pattern in relation to a given “response” pattern with some sense of question and answer rhythm</p> <p>Compose and record own rhythm performing on a suitable instrument and turning it into a cyclic rhythm</p> <p>Critical Engagement: Listening & Appraising</p> <p>Recognise and identify some features of African music such as cyclic rhythms and call and response when listening and use these features as part of a larger African-inspired group composition.</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Perform two sounds correctly on an African drum</p> <p>Perform as part of a group a cyclic rhythm as part of a polyrhythmic texture</p> <p>Sing and perform syncopated parts within smaller groups as part of a group arrangement towards a complete song arrangement showing good awareness of syncopation</p> <p>Creating: Composing & Improvising</p> <p>Improvise and compose two “call” patterns, using words and recording using rhythm grid notation with a good awareness of question and answer rhythms</p> <p>Compose and accurately record own rhythm, with some syncopation, performing it individually and as part of a group polyrhythmic texture</p> <p>Critical Engagement: Listening & Appraising</p> <p>Understand that syncopation is an offbeat rhythm, performed on the weaker beats of the bar and describe the effect which this has on the music</p> <p>Make connections between African musical instruments and those available within the classroom</p> <p>Recognise and identify more complex features of African music such as syncopation and polyrhythm when listening and use these features as part of a larger African-inspired group composition.</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Take on the role of soloist in singing or performing “call” patterns</p> <p>Take on a lead role and perform confidently showing an awareness of how different textural and rhythmic parts fit together within a complex polyrhythmic texture</p> <p>Perform all sounds correctly on an African drum</p> <p>Creating: Composing & Improvising</p> <p>Improvise confidently and stylistically and compose syncopated “call” patterns notating ideas accurately and performing with confidence in rhythm</p> <p>Take on a leading role in organising a group arrangement performing syncopated rhythmic and melodic/sung parts with accuracy of pitch and rhythm.</p> <p>Critical Engagement: Listening & Appraising</p> <p>Identify and correctly name a range of African musical instruments</p>	<p>I can:</p> <p>Playing: Singing & Performing</p> <p>Take on a leading role in organising a group polyrhythmic texture, composing and performing call and response sections and organising an African-inspired group composition with a clear sense of structure</p> <p>Creating: Composing & Improvising</p> <p>Take on a leading role in organising a group polyrhythmic texture showing awareness of how different cyclic rhythms fit together</p> <p>Critical Engagement: Listening & Appraising</p> <p>Understand syncopation in terms of a half beat followed by a full beat and in relation to musical ties emphasising weaker beats</p>