

Music KS3 Assessment Framework					
	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
What Makes a Good Song	I can:	I can:	I can:	I can:	I can:
	Playing: Singing & Performing Perform a simple part within a group arrangement of a simple part of a popular song e.g. a single chorus from a Lead Sheet	Playing: Singing & Performing Perform simple parts such as basic riffs of wellknown songs on their own and in unison.	Playing: Singing & Performing Perform independent parts of well-known songs on their own and in an ensemble. Perform a more complex part within a group arrangement of a popular song consisting of more than one part e.g. verses and repeating chorus from a Lead Sheet.	Playing: Singing & Performing Perform independent parts of well-known songs with expression and sensitivity to other parts, taking a lead in an ensemble.	Playing: Singing & Performing Perform technically complex parts within a group arrangement of a popular song complete with more advanced elements e.g. an introduction, bridge/middle 8 and coda from a Lead Sheet.
	Creating: Composing & Improvising Create lyrics for a song as part of a group, with support and guidance.	Creating: Composing & Improvising Create a melody for a song as part of a group.	Creating: Composing & Improvising Understand and use all elements and terms relating to popular song structure through listening and appraising and performing.	Creating: Composing & Improvising Lead a group in creating a melody and harmonies for a song.	Creating: Composing & Improvising Create a well-structured and stylistic song.
	Critical Engagement: Listening & Appraising Use the words “Step” and “Leap” when describing melodic motion. Identify some common instruments used within popular songs.	Critical Engagement: Listening & Appraising Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords. Distinguish between riffs, structure, lyrics and melody in songs and describing their use with guidance.	Critical Engagement: Listening & Appraising Use the words “Conjunct” and “Disjunct” when describing melodic motion aurally and when looking at melodies in staff notation. Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening. Describe the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary.	Critical Engagement: Listening & Appraising Identify how orchestral and acoustic instruments have been used in popular songs.	Critical Engagement: Listening & Appraising Analyse and describe the characteristics of riffs, structure, lyrics and melody and applying their learning to other songs.