

Music - KS3 Level Descriptors

Level	Students, when performing, composing and listening:	Students, when reviewing & evaluating:
3	<ul style="list-style-type: none"> • Sing in tune. • Perform simple rhythms. • Combine lots of sounds to create certain effects. • Decide which elements to use when composing. • Attempt to improve their work. • Recognise different sounds even when they've been mixed with each other. 	<ul style="list-style-type: none"> • Know how to improve their work. • Explain how they want their work to sound, but sometimes can't quite complete it.
4	<ul style="list-style-type: none"> • Perform their part by ear or from simple notation. • Use different musical elements for different intentions. • Improvise melodies and rhythms in a group. • Develop ideas when given a musical structure. • Explain how their part fits in with others when performing in a group. 	<ul style="list-style-type: none"> • Explain how the elements describe different meanings. • Know how their work and their peers' work can be improved. • Use the correct vocabulary.
5	<ul style="list-style-type: none"> • Perform music from ear and notation. • Understand their part within an ensemble performance. • Improvise melodies and rhythms when given a structure. • Read and write different notations. • Write music for specific occasions, choosing appropriate musical devices. 	<ul style="list-style-type: none"> • Identify and explain how music can reflect when, where and why it was written. • Analyse and compare musical features. • Improve and refine their work.
6	<ul style="list-style-type: none"> • Choose an appropriate tempo, dynamics, phrasing and timbre when performing and composing. • Change their own part in subtle ways to make the whole piece sound effective. • Compose in different styles. • Develop their musical ideas. • Use notation to plan, revise and refine their work. 	<ul style="list-style-type: none"> • Know that certain effects and features belong to certain styles of music. • Recognise and analyse music of different styles and cultures. • Know what improvements need to be made to their own work.
7	<ul style="list-style-type: none"> • Explore and recognise different styles of music. • Perform in different styles. • Create compositions in different styles. • Adapt, improvise, extend and develop ideas and throw away ones that don't work. 	<ul style="list-style-type: none"> • Explain how different styles of music have influenced each other. • Evaluate how different musical ideas have been used in their work and the work of others.
8	<ul style="list-style-type: none"> • Select different musical resources, styles, genres and traditions when writing music. • Perform, improvise and compose extended pieces that have a sense of direction and shape, using melodic and rhythmic phrases as well as form. • Work by ear and use appropriate notations. • Experiment without inhibition. 	<ul style="list-style-type: none"> • Discriminate between musical styles, genres and traditions. • Comment on the relationship between the music and its cultural context. • Justify their judgements.