

Grade	AO1-Performing Skills	AO2-Composing Skills	AO3-Listening & Appraising Skills
9	<ul style="list-style-type: none"> <li>Perform with a developing sense of style and flair.</li> </ul>	<ul style="list-style-type: none"> <li>You use advanced compositional techniques and technology to its full in a crafts-man like way and the structural framework supports the impact of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate high levels of critical thinking and a deep musical understanding when listening and recognize:</li> <li>How music is influenced and informed by other composers and cultures.</li> </ul>
8	<ul style="list-style-type: none"> <li>Perform with control and detailed attention to instrument specific techniques, breathing, diction and posture.</li> <li>Perform with empathy to the other performers and made a powerful contribution to the impact of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Create compositions that are more extended using highly imaginative and original musical ideas, which have been adapted, extended.</li> <li>Give direction to others.</li> <li>Discard ideas, which demonstrate a high level of musical understanding.</li> <li>Make accurate use of appropriate notation.</li> <li>Challenge conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when listening:</li> <li>Augmentation, diminution, hemiola, cross-rhythm</li> <li>Cadences: perfect, plagal, imperfect, interrupted, Tièrce de Picardie</li> <li>Modulation: –</li> <li>To dominant/subdominant in major or minor key</li> <li>To relative major or minor</li> <li>Augmentation, diminution, sequence, inversion of melody</li> <li>Instrumental techniques including con arco/with a bow, pizzicato/plucked, con sordino/muted, double-stopping, tremolo/tremolando</li> <li>Make detailed comments on the overall effect, evaluate and make critical judgments, justifying these.</li> </ul>
7	<ul style="list-style-type: none"> <li>Sing and perform music Grade 5 or above.</li> <li>Show when performing stylistic awareness</li> <li>Make a significant contribution to the impact of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>Extended, adapt and develop imaginative and original musical ideas</li> <li>Show advanced compositional techniques are used</li> <li>Use appropriate notation.</li> <li>Follow and challenge conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a high level of musical understanding when appraising and listening identifying:</li> <li>Dotted rhythms, triplets, syncopation</li> <li>Major, minor and dominant seventh chords using Roman numerals/chord symbols</li> <li>Key up to 4 sharps and 4 flats</li> <li>Imitative, canonic and layered textures</li> <li>Intervals within the octave</li> <li>Sonata, minuet &amp; trio, scherzo &amp; trio</li> <li>Evaluate and make critical judgments about yours and others work.</li> </ul>

## Music Grade Descriptors



			<ul style="list-style-type: none"> <li>• Justify reasons for yours and others choices</li> </ul>
6	<ul style="list-style-type: none"> <li>• Sing extended melodies with a sense of shape and expression</li> <li>• (Melodic instruments) – Perform complex melodies and chord sequences</li> <li>• (Percussion) – Perform syncopated, repeated rhythms</li> <li>• (Drum kit) – Use drum fills to enhance the overall quality of the performance</li> <li>• Co-ordinate your part with the other performers showing a good awareness of balance throughout.</li> <li>• Make a positive and stylish outcome.</li> <li>• Maintain more significant parts and perform with sensitivity to the group making adjustments as necessary.</li> <li>• Work independently of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Show some imagination when composing.</li> <li>• Use appropriate musical elements and devices.</li> <li>• Use relevant notation such as lead sheet</li> <li>• Demonstrate that appropriate musical elements and devices have been selected and used effectively.</li> <li>• Demonstrate an understanding of stylistic and structural conventions.</li> <li>• Make use of imaginative musical ideas in composition.</li> <li>• Demonstrate good understanding of stylistic and structural conventions using relevant notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when listening;</li> <li>• Regular, irregular, free time</li> <li>• Diatonic, chromatic harmony</li> <li>• Tonal, major, minor, modal tonality</li> <li>• Harmonic/homophonic, polyphonic/contrapuntal textures</li> <li>• Conjunct, disjunct, triadic, broken chords, scalar, arpeggio melodies</li> <li>• Timbre, including the use of technology, synthesised and computer-generated sounds, sampling, and use of techniques such as reverb, distortion and chorus</li> <li>• Strophic, through-composed, da capo aria,</li> <li>• Cyclic structures.</li> <li>• Evaluate and make critical judgments about your work,</li> <li>• Discuss music with reference to key terminology.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Sing longer melodic phrases with shape and some expression</li> <li>• (Melodic instruments) – Perform more complex, repeated melodies and simple chord sequences with rhythm and some expression.</li> <li>• Percussion/drum kit – Perform more complex repeated rhythms in time</li> <li>• Maintain a more significant part.</li> <li>• Co-ordinate your part with the other performers showing a basic awareness of balance throughout.</li> <li>• Need minimal input to the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate creative ideas and use some musical elements successfully.</li> <li>• Show there is some development using appropriate devices.</li> <li>• Use structure that is well defined and appropriate.</li> <li>• Use simple notations.</li> <li>• Show your composition has creative ideas and uses some musical elements successfully in combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when listening;</li> <li>• Polyrhythm, bi-rhythm</li> <li>• Consonant, dissonant harmony</li> <li>• Unison, octaves, single melody line, melody with accompaniment, antiphonal texture.</li> <li>• Slide/glissando/portamento, ornamentation</li> <li>• Vocal techniques such as falsetto and vibrato</li> <li>• Rondo, theme &amp; variations, arch-shape</li> <li>• Identify areas for development</li> <li>• Suggest areas for improvements with clear justification.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Sing short melodic phrases with a sense of shape</li> <li>• (Melodic instruments) –perform simple chords and sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Compose using simple creative ideas and a small range of musical elements.</li> <li>• Show that some musical devices are used and are developed appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when listening;</li> <li>• Tempo, rubato</li> <li>• Pedal, drone</li> <li>• Passing notes, acciaccaturas, appoggiaturas</li> </ul>

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	<ul style="list-style-type: none"> <li>• (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat</li> <li>• Perform with an awareness of the other performers.</li> <li>• You can maintain a more significant part.</li> <li>• Work with a teacher who has some creative control over the performance.</li> <li>• Perform with an awareness of the other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate structures in composition</li> </ul>	<p>and blue notes</p> <ul style="list-style-type: none"> <li>• Instruments and voices singly and in combination as found in music for solo instruments, concertos, chamber groups, pop and vocal music</li> <li>• Graduation of dynamics pp-ff inc. hairpins/crescendo/diminuendo</li> <li>• Ground bass, continuo, cadenza</li> <li>• Suggest improvements with some justification</li> </ul>
3	<ul style="list-style-type: none"> <li>• Sing short melodic phrases with a sense of shape</li> <li>• (Melodic instruments) – Perform simple, repeated melodies within a small range</li> <li>• (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat</li> <li>• Perform when the teacher has a degree of creative control over the performance</li> <li>• Perform with some awareness of the other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose using simple creative ideas using a small range of musical elements.</li> <li>• Compose using basic musical devices a simple structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when listening;</li> <li>• Simple/Compound time</li> <li>• Ostinato, riff, pitch bend</li> <li>• Generic families of instruments as found in world music</li> <li>• Common signs, terms &amp; symbols</li> <li>• Binary, ternary, call &amp; response</li> <li>• Make simple suggestions for improvements</li> </ul>
2	<ul style="list-style-type: none"> <li>• Sing short melodic phrases</li> <li>• (Melodic instruments) – accurately perform simple, repeated melodies within a small range</li> <li>• (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat</li> <li>• Perform with some awareness of the other performers.</li> <li>• Keep in time with some mistakes.</li> <li>• Perform in a teacher led ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a piece that has a basic creative idea.</li> <li>• Compose a piece that orders sounds within a simple structure (beginning/middle/end</li> <li>• Use a few simple musical devices when composing.</li> <li>• Use symbols to represent sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when listening;</li> <li>• Drum fills</li> <li>• Phrasing, articulation</li> <li>• Popular song forms</li> <li>• Make basic improvements to your own work</li> </ul>

## Music Grade Descriptors

1	<ul style="list-style-type: none"><li>• Sing short melodic phrases.</li><li>• (Melodic instruments) –perform simple, repeated melodies within a small range</li><li>• (Percussion/Drum kit) – Perform simple, repeated rhythms/with the use of hi-hat</li><li>• Perform in an ensemble mostly carried by the other performers.</li><li>• Perform in an ensemble that is teacher-led but you are becoming more aware of others.</li></ul>	<ul style="list-style-type: none"><li>• Use and recognise a few simple musical devices when composing or listening.</li><li>• Begin to order sounds within a simple structure (beginning/end).</li><li>• Compose a piece that has a basic creative idea</li></ul>	<ul style="list-style-type: none"><li>• Identify when listening;</li><li>• Pulse</li><li>• Thick and thin texture</li><li>• Improvisation</li><li>• Loud and quiet</li><li>• Make basic improvements to your own work when prompted by your teacher.</li></ul>
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