

KS3 Specification 2020



MUSIC

RLT Stage Criteria

Stage II

Understanding Music (U11)

To be able to produce in-depth analysis of a wide range of musical genres, including popular music, world and folk music and the western classical tradition by demonstrating an in-depth knowledge of a wide range of associated terms, devices and vocabulary, linked to the four areas of study.

Demonstrate an understanding of musical context in relation to era, place and intention.

To be able to read staff notation (both treble and bass clef) and understand the use of chords and harmony.

Performing Music (P11)

Students must submit two separate performances (one solo and one ensemble) with a combined duration of at least 4 minutes and a maximum of 7 minutes.

Performances should be:

At least Grade 5 standard or equivalent.

Highly accurate in terms of pitch, rhythm, intonation and fluency, with no obvious flaws or errors.

Well projected, expressive, assured and stylish, with excellent attention to all performance detail/directions.

Composing Music (C11)

The student must produce two different compositions, with a combined minimum duration of 3 minutes, but in order to gain an 8/9 it is suggested that the combined time of both compositions would be at least 5 minutes (to allow sufficient development of musical ideas).

Please note that a combined duration of less than 3 minutes will not be accepted as assessment evidence.

The student should be able to demonstrate the ability to use and develop techniques and devices idiomatically within the context of the music, such that the composition sounds finished and has excellent technical and expressive control throughout. Students should select at least four elements on which to focus. The selection and use of these elements should be exceptionally perceptive and insightful and entirely appropriate to the intentions for the music. Indicative examples of this could include:

Rhythm and Metre – change of metre, compound time/augmentation/diminution/cross-rhythm/syncopation/dotted rhythms/triplets/rubato/tempo change.

Texture and Melody – homophonic texture/polyphonic texture/scalic, tridic, conjunct, disjunct/ornamentation/ostinato or riff/improvisation/imitation/canon/antiphonal texture/blue notes/passing notes.

Structure and Form – rondo/arch shape/theme and variations/minute and trio/strophic/through-composed/sonata/ground bass/popular song forms/blues.

Harmony and Tonality – use of cadences/major and minor tonality/modal tonality/diatonic harmony/inverted chords/modulation/dissonance/pedal or drone/chromatic harmony.

Timbre and Dynamics – solo instruments and groups of instruments, and a range of dynamics.

Phrasing and articulation – use of a wide range of playing techniques, including legato/staccato.

Stage 10

Understanding Music (U11)

The ability to analyse (both written and verbally), a range of musical genres, including popular music, world and folk music and the western classical tradition, by using and understanding a range of associated terms, devices and vocabulary, linked to the 4 areas of study.

Demonstrate an understanding of musical context in relation to era, place and intention.

To be able to read staff notation (both treble and bass clef) and understand the use of chords and harmony.

Performing Music (P10)

Students must submit two separate performances (one solo and one ensemble) with a combined duration of at least 4 minutes and a maximum of 7 minutes.

Performances should be:

At least Grade 4 standard or equivalent.

Largely accurate, in terms of pitch, rhythm, intonation and fluency.

Secure in relation to style and demonstrate clear attention to performance detail.

Composing Music (C10)

The student must produce two different compositions, with a combined minimum duration of 3 minutes.

Please note that a combined duration of less than 3 minutes will not be accepted as assessment evidence.

The student should be able to demonstrate the ability to use and develop techniques and devices idiomatically within the context of the music, such that the composition sounds mostly finished, but with some further work required; technical and expressive control is not always consistent. Students should select at least four elements on which to focus. The selection and use of these elements should show secure perception and insight, almost always appropriate to the intentions for the music. Indicative examples of this could include:

Rhythm and Metre – change of metre, compound time/augmentation/diminution/cross-rhythm/syncopation/dotted rhythms/triplets/rubato/tempo change.

Texture and Melody – homophonic texture/polyphonic texture/scalic, tridic, conjunct, disjunct/ornamentation/ostinato or riff/improvisation/imitation/canon/antiphonal texture/blue notes/passing notes.

Structure and Form – rondo/arch shape/theme and variations/minute and trio/strophic/through-composed/sonata/ground bass/popular song forms/blues.

Harmony and Tonality – use of cadences/major and minor tonality/modal tonality/diatonic harmony/inverted chords/modulation/dissonance/pedal or drone/chromatic harmony.

Timbre and Dynamics – solo instruments and groups of instruments, and a range of dynamics.

Phrasing and articulation – use of a wide range of playing techniques, including legato/staccato.

Stage 9

The student can competently:

1. Perform a piece of music, which is equivalent in difficulty to a 'Grade 2' exam piece, on voice, melodic or percussion instrument, with a good level of accuracy and fluency. They should be able to sight read / sing a simple melody or chord pattern with a good level of accuracy.
2. Perform an equal part (of at least 'Grade 2' standard) within a musical ensemble, following all performance directions, and playing with high levels of accuracy and musical expression.
3. Sing the lead melody, or harmony part, throughout a complete song, which is equivalent in difficulty to a 'Grade 2' exam piece. The vocal part should be performed with high levels of confidence, control and accuracy.
4. Improvise complex rhythmic and melodic solos, within at least two different musical styles or genres, demonstrating an understanding of stylistically appropriate ideas, playing with high levels of confidence and fluency.
5. Compose a portfolio of at least three good quality compositions, in a range of musical styles or genres, demonstrating knowledge of rhythm & metre, texture & melody, harmony & tonality, sonority & dynamics and structure & form.
6. Demonstrate independently, in-depth knowledge of DAW software. They should be able to record, edit and mix software instruments, setup a microphone to record audio sources, apply effects and manipulate audio recordings, in order to produce accurate compositions with a good sense of dynamic and structural balance.
7. Demonstrate the ability to accurately analyse the structure of a musical excerpt or composition, explaining the musical relationship between each section, and how ideas have been changed or developed.
8. Accurately interpret graphic score, treble clef, bass clef, TAB and chord symbol notations, and be able to read ensemble scores.
9. Accurately analyse a range of unfamiliar excerpts from the Western Classical Tradition, Popular Music, World Music and Folk music traditions, suggesting what the composer's likely intentions were.
10. Identify the sounds of all the orchestral instruments; including playing techniques, a range of typical 'pop' music instruments and the instruments of at least three different World music cultures. They should also be able to identify accurately a range of musical ensembles.

Stage Descriptors



Stage 8

The student can competently:

1. Perform a piece of music, which is equivalent in difficulty to a 'Grade 1' exam piece, on voice, melodic or percussion instrument, with a good level of accuracy and fluency. Demonstrate an understanding of, and use, an extensive range.
2. Demonstrate good communication and organisation skills during the rehearsal and accurate performance of an ensemble piece (of at least 16 bars), which includes melody, chord and/or rhythm parts. Improvise complex rhythmic and melodic ideas, with high levels of confidence and musicality, paying attention to phrase length and expression.
3. Sing the lead melody to a complete song, which is equivalent in difficulty to a 'Grade 1' exam piece. The vocal part should be performed with a high level of confidence, control and accuracy. harmony parts) up to Grade standard (examination board).
4. Improvise complex rhythmic and melodic ideas of at least 16 bars, with high levels of confidence and musicality, paying attention to dynamic contrast and expression.
5. Compose a piece of music (up to 2 minutes in duration), which has contrasting sections, arranged into a clear musical structure. The music should contain stylistically appropriate melodic ideas, a chord structure and appropriate rhythmic accompaniments. There should be evidence of a range of composition techniques within the music.
6. Demonstrate independently, good knowledge of DAW software. They should be able to record, edit and mix both software instruments and audio sources to produce accurate compositions with a good sense of dynamic and structural balance.
7. Demonstrate an understanding of a wide range of musical structures, including Binary, Ternary, Arch, Rondo, Song, 12 bar blues, call-and-response and Theme & Variations.
8. Accurately interpret graphic score, treble clef, TAB and chord symbol notation.
9. Use all of the 'Elements of Music' and a wide range of musical vocabulary to analyse differences between musical styles, genres and traditions.
10. Identify the sounds of all the orchestral instruments; including playing techniques, a range of typical 'pop' music instruments and the instruments of at least two different World music cultures.

Stage 7

The student can competently:

1. Perform a piece of music (up to 16 bars), which includes both melody and accompaniment, with a good level of accuracy and fluency.
2. Perform an equal part within a musical ensemble (up to 16 bars), demonstrating a good sense of dynamic balance and timing.
3. Sing either melody or harmony parts (up to 16 bars), as part of an ensemble, with a good sense of confidence, control and accuracy.
4. Improvise rhythmic solos (up to 16 bars), using regular and syncopated rhythm patterns, and melodies (up to 16 bars), using major and minor scales, and modes. 5. Improvisations should be confident and fluent.
5. Compose a piece of music (of at least 1 minute in duration), which includes multiple layers of sound, distinctive melodies, harmonic ideas and rhythm patterns, composition techniques, and has a clear structure.
6. Use DAW software to record, edit, arrange and mix multiple layers of musical ideas. Compositions should be rhythmically accurate and have a good sense of dynamic balance.
7. Use the element of structure to develop compositions, which have contrasting and returning themes, such as rondo, arch, 12 bar blues, call-and-response and song structures.
8. Accurately interpret graphic score, treble clef, chord symbols and TAB notation.
9. Use all of the 'Elements of Music' and a range of appropriate musical vocabulary (tempo and dynamics words), to describe a range of musical examples.
10. Identify the sounds of all the orchestral instruments, a range of typical 'pop' music instruments and the instruments of one world music culture.

Stage Descriptors

Stage 6

The student can competently:

1. Perform a piece of music (up to 16 bars), on voice, melody instrument or percussion instrument, with a reasonable amount of accuracy.
2. Perform a melody, chord or rhythm pattern (up to 16 bars), as part of an ensemble, playing with a reasonable sense of dynamic balance and timing.
3. Sing a melody (up to 16 bars) with a good sense of confidence, control and accuracy.
4. Improvise rhythm patterns (up to 8 bars), using a wide range of rhythm values, and melodies (up to 8 bars), using major or minor scales.
5. Compose a piece of music (up to 1 minute in duration), in response to a specific idea. The composition should include melodic and rhythmic ideas, use composition techniques such as pedal notes and/or ostinato patterns, and demonstrate a good understanding of the 'Elements of Music'.
6. Use DAW software to record, edit, arrange and play back musical ideas.
7. Use the element of structure to create contrasting sections of music in composition and performance work, in particular, binary, ternary and call-and-response structures.
8. Accurately interpret treble clef, graphic score notation and chord symbols.
9. Use all of the 'Elements of Music' with confidence, in analytical work, and suggest appropriate intentions and uses for a piece of music.
10. Identify the sounds of the individual instruments of a standard orchestra.

Stage 5

The student can competently:

1. Perform a short and simple piece of music (up to 8 bars), on voice, melody or percussion instrument, with a reasonable amount of accuracy.
2. Perform a simple melody or rhythm pattern (up to 8 bars), as part of an ensemble, with a reasonable amount of accuracy.
3. Sing a short and simple melody, with a reasonable amount of accuracy.
4. Improvise short rhythm patterns (up to 4 bars), using simple rhythm values, or melodies (up to 4 bars), using up to 5 different notes.
5. Compose a short piece of music (up to 30 seconds), in relation to a given brief, that demonstrates a basic understanding of the elements of music.
6. Use the basic functions of DAW software to record, arrange and play back musical ideas.
7. Use the element of structure in performance and composition work.
8. Make a reasonably accurate interpretation of a graphic score in relation to the 'Elements of Music'.
9. Use some of the 'Elements of Music' to analyse a piece of music.
10. Identify the sounds of the 4 instrumental families of the orchestra.

Stage 4

The student can competently:

1. Perform a short and simple piece of music (up to 8 bars), on voice, melody or percussion instrument, with some accuracy.
2. Perform a simple melody or rhythm pattern (up to 8 bars), as part of an ensemble, with some accuracy.
3. Sing a short and simple melody with some accuracy.
4. Improvise short rhythm patterns (up to 4 bars) using simple rhythm values, or melodies (up to 4 bars), using just a few different notes.
5. Compose a short piece of Music (8 bars or approximately 20 seconds), in response to a brief, that demonstrates a basic understanding of the elements of music.
6. Use the basic functions of DAW software to record ideas, import and arrange loops, and play back musical ideas.
7. Demonstrate a basic understanding of the element of structure in performance and composition work.
8. Make a reasonable interpretation of a graphic score in relation to the 'Elements of Music'.
9. Accurately identify the use of tempo, dynamics, duration and pitch, when analysing a piece of music.
10. Distinguish between the sounds of the 4 orchestral families in analytical work.

Stage 3

The student can competently:

1. With some guidance, perform a short and simple piece of music (minimum 4 bars) on voice, melody or percussion with some accuracy.
2. With some guidance, perform a simple melody or rhythm pattern (minimum 4 bars) as part of a musical ensemble with some accuracy.
3. With some guidance, sing a short and simple melody.
4. With guidance, attempt to improvise short rhythm patterns using simple rhythm values, or melodies, using up to 3 different notes.
5. With some guidance, compose a short piece of Music (8 bars or approximately 20 seconds), in response to a brief, that demonstrates a basic understanding of some of the elements of music.
6. Use the basic functions of DAW software to record ideas, import and arrange loops, and play back musical ideas, with some guidance.
7. Identify or accurately interpret the use of at least three different musical elements in a graphic score.
8. Accurately identify the use of tempo, dynamics, and pitch, when analysing a piece of music.
9. Make a reasonable attempt to distinguish the difference in sound between 3 different orchestral families.

Stage 2

The student can competently:

1. With support or guidance, attempt to perform a short and simple piece of music (up to 4 bars) on a melody or percussion instrument, but with limited accuracy.
2. With support or guidance, attempt to perform a simple melody or rhythm pattern (up to 4 bars) as part of a musical ensemble, but with limited accuracy.
3. With support or guidance, attempt to sing a simple melody.
4. With support or guidance, attempt to improvise simple rhythm patterns and melodies.
5. With guidance, compose a short piece of music, that demonstrates a link to a given brief, and demonstrates a basic understanding of some of the elements of music .
6. Use the basic functions of DAW to import or arrange loops, and play back musical ideas, with guidance.
7. With guidance, identify the use of two different musical elements in a graphic score.
8. With guidance, attempt to identify the use of tempo and dynamics, when analysing a piece of music.
9. With guidance, make an attempt to distinguish the difference in sound between wind, string, or percussion instruments.

Stage 1

The student can competently:

1. With support or guidance, perform a short melody or rhythm pattern (up to 4 bars), that uses just a few different pitches or simple rhythm values.
2. With support or guidance, perform a short melody or rhythm pattern (up to 4 bars), that uses just a few different pitches or simple rhythm values, as part of a musical ensemble.
3. With support or guidance, use your voice in a performance.
4. With support or guidance, attempt to improvise using just a few different pitched notes, or simple rhythm values.
5. With guidance, compose a short piece of music, that demonstrates the use of a few of the elements of music .
6. Use the basic functions of DAW to arrange and playback loops, with guidance .
7. With guidance, identify the use of at least one musical element in a graphic score.
8. With guidance, attempt to identify the use of tempo or dynamics, when analysing a piece of music.
9. With guidance, make an attempt to distinguish the difference in sound between percussion and non-percussion instruments.