

Criteria			Assessment mark	Tracking
Composition	Performance	Notation		
My musical ideas are insightful and creative. I can lead others to think creatively, keeping a positive working atmosphere and making contributions which significantly improve the effectiveness of the work.	I can perform complex musical lines accurately throughout a group performance. I can lead others to maintain pulse and tuning, respond to errors or mistakes and fix them during the performance so that they are unnoticeable. I show panache when performing and am thoroughly committed from start to finish.	I am able to read complex rhythmic and melodic lines beyond what is covered in the classroom. I can show sight-reading skills, and I can read another clef concurrently with the treble clef.	81-100	G&T
I suggest lots of ideas to develop my own and others' parts within a piece, helping others sensitively in rehearsal. I always look for more creative ways of exploring musical ideas.	I can perform a complex musical line accurately within a group performance, and lead others to maintain pulse and tuning. I am able to respond to any errors of my own or others' without compromising the flow of the piece.	I am able to read complex rhythmic and melodic lines beyond what is covered in the classroom. I am able to read another clef.	61-80	Exceptional
I can stay focused throughout rehearsal and suggest ideas to develop my own and others' parts within a piece. I can start to explore taking musical risks within a composition.	I can perform a complex musical line within a group performance. I can stay in time and in tune for the duration of the performance. I am committed throughout and show some panache when performing.	I am able to read more complex rhythmic and melodic lines and can guide others. My naming or note values/notes on the treble clef is automatic.	45-60	Expected
I listen to and co-operate with others, sometimes suggesting ideas to develop my own part within a piece. I work well with others' direction but can sometimes offer ideas within a group. The group's music is coherent.	I can perform a simple musical line within a group performance. I can stay in time and in tune for the duration of the performance. I am aware of how the full performance should sound and show commitment throughout.	I am able to read basic lines of music (rhythmic and melodic) and respond to any errors through rehearsal.	31-44	Below expectation
I work as part of a group but can sometimes find offering ideas difficult. I can mostly work within a structure or frame that is given to me & can respond to other people's ideas but rarely generate my own.	I show little commitment to the performance. I rely heavily on others for the coherence and success of the performance.	When asked I am able to name basic notation and notes on the staff (treble clef only).	20-30	Cause for concern
I work with a group with support from my teacher. I respond to other people's ideas but will not generate my own.	I show little to no commitment to the performance. I find it hard to maintain a consistent pulse or stay in tune.	I find it difficult to read any melodic or rhythmic notation.	0-19	Cause for concern

Pupils are assessed across all 3 criteria.

Year 8 Assessment Criteria - Music