

Grade	A01 Performing Skills (30%)	A02 Composing Skills (30%)	A03 Listening & Appraising Skills (40%)
5	<p>Sing longer melodic phrases with shape and some expression</p> <p>(Melodic instruments) – Perform more complex, repeated melodies and simple chord sequences with rhythm and some expression</p> <p>Percussion/drum kit – Perform more complex repeated rhythms in time</p> <p>Maintain a more significant part</p> <p>Co-ordinate your part with the other performers showing a basic awareness of balance throughout</p> <p>Need minimal input to the performance</p>	<p>Demonstrate creative ideas and use some musical elements successfully</p> <p>Show there is some development using appropriate devices</p> <p>Use structure that is well defined and appropriate</p> <p>Use simple notations</p> <p>Show your composition has creative ideas and uses some musical elements successfully in combination</p>	<p><b>Identify when listening:</b></p> <p>Polyrhythm, bi-rhythm</p> <p>Consonant, dissonant harmony</p> <p>Unison, octaves, single melody line, melody with accompaniment, antiphonal texture</p> <p>Slide/glissando/portamento, ornamentation</p> <p>Vocal techniques such as falsetto and vibrato</p> <p>Rondo, theme &amp; variations, arch-shape</p> <p>Identify areas for development</p> <p>Suggest areas for improvements with clear justification</p>
4	<p>Sing short melodic phrases with a sense of shape</p> <p>(Melodic instruments) – perform simple chords and sequences</p> <p>(Percussion/Drum kit) – Perform more complex, repeated rhythms</p> <p>Perform with an awareness of the other performers</p> <p>You can maintain a more significant part</p> <p>Work with a teacher who has some creative control over the performance</p> <p>Perform with an awareness of the other performers</p>	<p>Compose using simple creative ideas and a small range of musical elements</p> <p>Show that some musical devices are used and are developed appropriately</p> <p>Use appropriate structures in composition</p>	<p><b>Identify when listening:</b></p> <p>Tempo, rubato</p> <p>Pedal, drone</p> <p>Passing notes, acciaccaturas, appoggiaturas and blue notes</p> <p>Instruments and voices singly and in combination as found in music for solo instruments, concertos, chamber groups, pop and vocal music</p> <p>Graduation of dynamics pp-ff inc. hairpins/crescendo/diminuendo</p> <p>Ground bass, continuo, cadenza</p> <p>Suggest improvements with some justification</p>
3	<p>Sing short melodic phrases with a sense of shape</p> <p>(Melodic instruments) – Perform simple, repeated melodies within a small range together with simple chords</p> <p>(Percussion/Drum kit) – Perform simple, repeated rhythms using tied notes (syncopation)</p> <p>Perform when the teacher has a degree of creative control over the performance</p> <p>Perform with some awareness of the other performers</p>	<p>Compose using simple creative ideas using a small range of musical elements</p> <p>Compose using basic musical devices a simple structure</p>	<p><b>Identify when listening:</b></p> <p>Simple/Compound time</p> <p>Ostinato, riff, pitch bend</p> <p>Generic families of instruments as found in world music</p> <p>Common signs, terms &amp; symbols</p> <p>Binary, ternary, call &amp; response</p> <p>Make simple suggestions for improvements</p>
2	<p>Sing short melodic phrases</p> <p>(Melodic instruments) – accurately perform simple, repeated melodies within a small range using notation</p> <p>(Percussion/Drum kit) – Perform simple, repeated rhythms using semiquavers/semibreves</p> <p>Perform with some awareness of the other performers.</p> <p>Keep in time with some mistakes.</p> <p>Perform in a teacher led ensemble.</p>	<p>Compose a piece that has a basic creative idea.</p> <p>Compose a piece that orders sounds within a simple structure (beginning/middle/end)</p> <p>Use a few simple musical devices when composing.</p> <p>Use symbols to represent sounds</p>	<p><b>Identify when listening:</b></p> <p>Drum fills</p> <p>Phrasing, articulation</p> <p>Popular song forms (strophic)</p> <p>Binary/ternary structure</p> <p>Timbre (pizzicato etc)</p> <p>Make basic improvements to your own work</p>

<p><b>1</b></p>	<p>Sing short melodic phrases.</p> <p>(Melodic instruments) –perform simple, repeated melodies within a small range</p> <p>using notation</p> <p>(Percussion/Drum kit) – Perform simple, repeated rhythms using quavers/crotchets/minims/rests</p> <p>Perform in an ensemble mostly carried by the other performers.</p> <p>Perform in an ensemble that is teacher-led but you are becoming more aware of others</p>	<p>Use and recognise a few simple musical devices when composing or listening.- repetition/contrast/by step/leaping</p> <p>Begin to order sounds within a simple structure (beginning/end).</p> <p>Compose a piece that has a basic creative idea (ostinato)</p>	<p><b>Identify when listening:</b></p> <p>Pulse</p> <p>Thick and thin texture</p> <p>Fast and slow (tempo)</p> <p>Loud and quiet (dynamics)</p> <p>High and low pitch</p> <p>Recognition of instrumental sounds</p> <p>Make basic improvements to your own work when prompted by your teacher</p>
<p><b>Gold</b></p>	<p>Sing short melodic phrases</p> <p>(Melodic instruments) –perform simple, repeated melodies within a small range</p> <p>(Percussion/Drum kit) – Perform simple, repeated rhythms using quavers/crotchets/minims</p> <p>Perform in an ensemble mostly carried by the other performers.</p> <p>Perform in an ensemble that is teacher-led but you are becoming more aware of others</p>	<p>Use and recognise a few simple musical devices when composing or listening.- repetition/contrast</p> <p>Begin to order sounds within a simple structure (beginning/end).</p> <p>Compose a piece that has a basic creative idea (ostinato)</p>	<p><b>Identify when listening:</b></p> <p>Pulse</p> <p>Fast and slow (tempo)</p> <p>Loud and quiet (dynamics)</p> <p>High and low pitch</p> <p>Recognition of some instrumental sounds</p> <p>Make basic improvements to your own work when prompted by your teacher</p>
<p><b>Silver</b></p>	<p>Sing short melodic phrases</p> <p>(Melodic instruments) –perform simple, repeated melodies within a small range</p> <p>(Percussion/Drum kit) – Perform simple, repeated rhythms using quavers/ crotchets</p> <p>Perform in an ensemble mostly carried by the other performers</p> <p>Perform in an ensemble that is teacher-led but you are becoming more aware of others</p>	<p>Use and recognise a few simple musical devices when composing or listening.- repetition</p> <p>Begin to order sounds within a simple structure (beginning/end).</p> <p>Compose a piece that has a basic creative idea (ostinato)</p>	<p><b>Identify when listening:</b></p> <p>Pulse</p> <p>Fast and slow (tempo)</p> <p>Loud and quiet (dynamics)</p> <p>High and low pitch</p> <p>Recognition of percussion instrumental sounds</p> <p>Make basic improvements to your own work when prompted by your teacher.</p>
<p><b>Bronze</b></p>	<p>Sing short melodic phrases.</p> <p>(Melodic instruments) –perform simple, repeated melodies within a small range using notation</p> <p>(Percussion/Drum kit) – Perform simple, repeated rhythms using crotchets</p> <p>Perform in an ensemble mostly carried by the other performers.</p> <p>Perform in an ensemble that is teacher-led but you are becoming more aware of others</p>	<p>Use and recognise a few simple musical devices when composing or listening.- repetition</p> <p>Begin to order sounds within a simple structure (beginning/end).</p> <p>Compose a piece that has a basic creative idea (repetition)</p>	<p><b>Identify when listening:</b></p> <p>Pulse</p> <p>Fast and slow (tempo)</p> <p>Loud and quiet (dynamics)</p> <p>High and low pitch</p> <p>Recognition of some percussion instrumental sounds</p> <p>Make basic improvements to your own work when prompted by your teacher.</p>