

# Music

Hierarchy of Expectations Music 2015	Organisation/Ensemble skills performance	Composition/Creativity	Communication and Creativity Listening and Appraising
<p><b>9</b></p>	<p>My performance is memorable and powerful with exceptional flair.</p> <p>I demonstrate empathy with other performers and make a powerful contribution to the impact of the performance.</p> <p>In ensemble performances I inspire and motivate my team.</p> <p>My performance is accurate, fluent and I excel with my instrument.</p>	<p>My composition is memorable and convincing.</p> <p>My composition is highly imaginative with original ideas demonstrating a high level of musical understanding.</p> <p>My exploitation of advanced compositional techniques and a structural framework supports the impact of the piece.</p> <p>My piece uses the instrument and/or music technology in an imaginative way using a wide range of techniques.</p>	<p>I can identify instruments, keys, time signatures, structures and cadences using technical vocabulary, explaining their effect.</p> <p>I can place music in context of musical history identifying and explaining the use of typical features commenting relating to specific composers.</p> <p>I can notate complex rhythmic &amp; melodic phrases by ear.</p> <p>Performances reflect my understanding of the composer's intentions.</p>
<p><b>8</b></p>	<p>My performance is highly musical which shows flair and I have a clear sense of personal style.</p> <p>In ensemble performances I have independently lead my group and meticulously organised rehearsal times, going above and beyond what is expected to ensure a highly successful performance.</p> <p>My piece has complicated rhythms, time signatures and key signatures which will involve a high level of dexterity.</p>	<p>My composition is musically successful demonstrating a strong sense of style.</p> <p>I have imaginative ideas and combine all of all the musical elements effectively.</p> <p>My piece demonstrates a development of ideas using an advanced range of compositional techniques.</p> <p>I have a good understanding of stylistic and structural conventions.</p> <p>My structure supports a good balance of unity and variety and there is very effective use of the resource/music technology.</p>	<p>I can identify instruments, time signatures and structures using technical vocabulary explaining their effect.</p> <p>I can place music in context of musical history identifying and explaining the use of typical features.</p> <p>I can notate rhythmic or melodic phrases by ear.</p> <p>I can identify various instruments using and explain their use in terms of technique and timbre.</p>

		The piece uses instruments effectively using a range of techniques.	
<b>7</b>	<p>My performance is positive, convincing and stylish with clear direction and shape.</p> <p>In ensemble performances I am sensitive to my role in the group and make adjustments to my part to meet the demands of coordination and balance, taking the lead where appropriate.</p> <p>I am accurate with good technical control of my instrument. My piece is fluent with a good level of challenge.</p> <p>I pay particular attention to detail and perform in the correct style.</p>	<p>My piece is musically coherent with stylistic consistency. My piece is creative and shaped using musical elements.</p> <p>My ideas are developed showing an understanding of compositional techniques.</p> <p>My structure has a balance of unity and variation.</p> <p>My musical ideas are developed effectively using a range of compositional devices.</p> <p>My piece has a sense of style with the resource well used. There is a well-planned structural framework.</p> <p>My composition successfully uses some of the instruments capabilities</p>	<p>I can identify a wide range of musical elements when listening to music and a good range of musical instruments.</p> <p>I can place music in context of musical history.</p> <p>I can notate the shape of simple melodic phrases by ear with some accuracy.</p>
<b>6</b>	<p>My piece is confident, accurate and displays good technical control.</p> <p>I have a good tone and I use a wide range of musical elements.</p> <p>Within ensemble performances I coordinate my part with others and use appropriate stresses, dynamics and articulation which fit my role in the performance.</p> <p>My piece is balanced and I monitor the intonation throughout.</p> <p>My practice is methodical and I focus</p>	<p>My piece is successful and generally coherent.</p> <p>I consider coherence and consistency.</p> <p>My creative ideas have a successful use of musical elements and my structure is well defined and suitable for the piece.</p> <p>I use compositional devices and apply them with an appropriate structure.</p>	<p>I can describe the use of tempo and dynamics within a piece of music using Italian terms.</p> <p>I can identify a range of musical instruments some instruments of the orchestra.</p> <p>I can describe the direction of pitches and melodies and map them using notation.</p> <p>I know the specific 'periods of music'.</p>

	areas within the piece that need more rehearsal.		
<b>5</b>	<p>I can perform fluently with sufficient technical control which is appropriate to the demand of the music.</p> <p>I can imagine the end product of my piece and work towards this.</p> <p>In ensemble performance I am aware of other performers and aim to keep in time, catching up if I make a mistake.</p> <p>I am aware of balance and tune my instrument at the start of my rehearsal.</p> <p>Minor errors do not affect the flow of my piece.</p>	<p>All of my ideas are clear and creative with consideration of genre and instrumentation.</p> <p>The structure of my piece supports a balance of unity and variety.</p> <p>I can compose for different occasions and use musical elements to develop my piece.</p>	<p>I can describe the use of tempo and dynamics within a piece of music.</p> <p>I can identify a range of musical instruments.</p> <p>I can describe the direction of pitches and melodies.</p>
<b>4</b>	<p>I can perform fluently with basic technical control.</p> <p>I use a correct count in at the beginning of the piece according to the time signature.</p> <p>I know and have rehearsed how to end my piece.</p> <p>In ensemble performances I can make small adjustments to fit my own part.</p>	<p>I can develop musical ideas using appropriate musical devices in different styles and genres.</p> <p>I create ideas using other music as my inspiration.</p> <p>I can compose for different occasions or music that tells a story.</p>	<p>I can listen with increasing discrimination to a wide range of music from great composers and musicians sympathetically.</p> <p>I can accurately describe and discuss music in a succinct way.</p>
<b>3</b>	<p>I can perform my piece from start to end without stopping.</p> <p>I and the other members within my group have a specific role.</p> <p>I can identify sections that need practise.</p> <p>I can perform a solo in a group and take the lead.</p>	<p>I can compose melodies and rhythms with a specific mood developing methods to notate them.</p> <p>I creatively use timbre and instrumentation to enhance my ideas</p>	<p>I can listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>I can accurately describe and discuss music.</p>

	I know what the musical elements are.		
<b>2</b>	<p>I can perform a simple part at the same time as another person.</p> <p>I positively contribute my ideas in group discussions</p>	<p>I use ideas from my peers in the class as inspiration.</p> <p>I create different moods within my piece using speed and volume.</p>	<p>I can describe the texture of music in terms of 'layers'.</p> <p>I can recognise basic instruments and can categorise them into families.</p>
<b>1</b>	<p>I can perform using vocals and percussion instruments with increased control.</p> <p>I can work well in a team and may take the lead.</p>	<p>I can compose small melodies and rhythms with a specific mood.</p> <p>I have many ideas and can improvise with continuity.</p>	<p>I can copy more complex rhythms when listening to music.</p> <p>I can recognise basic instruments.</p>
<b>E3</b>	<p>I can perform confidently with others.</p> <p>I can perform using vocals and percussion instruments with increased control.</p> <p>I can work well in a team.</p>	<p>I can compose small passages using either melodies or rhythms well.</p> <p>I have many ideas and my composition may be largely improvised.</p>	<p>I can copy rhythms when listening to music.</p> <p>I know many musical instruments.</p> <p>I can listen to music and identify the mood.</p>
<b>E2</b>	<p>I can use my voice expressively and creatively with confidence and control.</p> <p>I can play tuned and untuned instruments with control.</p>	<p>I can compose using ideas demonstrated to me.</p> <p>I can improvise.</p>	<p>I can listen with attention to detail and recall sounds.</p> <p>I can clap in time whilst listening.</p>
<b>E1</b>	<p>I can sing musically.</p> <p>I can use percussion.</p> <p>I can sing chants and rhymes.</p> <p>I can sing with others.</p>	<p>I can experiment, select and combine sounds.</p>	<p>I can listen with concentration and understanding.</p>