



Data Collection 1

	Curriculum strand 1 – Performing Music	Curriculum strand 2 – Creating Music	Curriculum strand 3 – Listening and Appraising
<p>Excellence</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>A competent and consistent ability to show leadership in whole class and small group rehearsals. Able to use all key rhythm skills taught, such as: call and response; unison; layering rhythms; and call and repeat, excellently and keeping to the correct pulse throughout. A high level of ensemble awareness is evident, and communication is highly effective.</p>	<p>A competent and consistent ability to compose rhythms creatively, thinking about how they will fit together and how to add variety and structure to a composition. Compositions incorporate musical elements to enhance the overall effect of the piece.</p>	<p>A competent and consistent ability to recall and describe all elements of the music taught so far and explain how they work together at a basic level. Able to accurately identify elements of music through listening. Students understand and can recognise a variety of rhythms including more complex patterns. They can name notes with confidence.</p>
<p>Secure</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>An emerging competence to lead call and response of simple rhythms and can copy variety of rhythms, including some that are more complex. Able to play in unison confidently and can layer at least 3 rhythms with good timing and a competent awareness of pulse. There is clear co-ordination with the other performers.</p>	<p>An emerging competence to compose rhythms with some creativity, using more complex rhythms such as semiquavers. Compositions demonstrate a good understanding of structure and include a variety of rhythmic skills.</p>	<p>An emerging competence to describe most of the elements of music and they can identify certain elements when listening to music. Students can recognise a variety of rhythms and give note names with accuracy.</p>
<p>Developing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>An improving ability to copy a range of simple rhythms with accuracy. Able to play in unison with the whole class and/or a small group and can layer 2 or 3 simple rhythms together with a clear sense of pulse. There is a competent awareness of other performers during group work.</p>	<p>An improving ability to compose rhythms using crotchet and quaver patterns. Compositions have a basic structure and are coherent. 2 or more different rhythmic skills are used.</p>	<p>An improving ability to recognise some of the elements through listening work and accurately describe some of them. Students can accurately recognise simple rhythms using crotchets and quavers.</p>
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>A reasonable ability to copy simple rhythms with some accuracy and awareness of pulse. Able to play some rhythms in unison with correct timing. There is some awareness of other performers during group work, but timing and balance often needs improvement.</p>	<p>A reasonable ability to copy what the rest of the group tell them to do and may have some input with ideas for rhythms. Compositions use simple rhythms but often lack consistent structure.</p>	<p>A reasonable ability to recognise simple rhythms with some guidance. May understand some of the effects of changing the musical elements e.g. tempo or dynamics. A basic ability to spot when a mood changes, and may be able to describe what changed to cause the effect.</p>



Data Collection 2

<i>As DC1 statements plus...</i>	Curriculum strand 1 – Performing Music	Curriculum strand 2 – Creating Music	Curriculum strand 3 – Listening and Appraising
<p style="text-align: center;">Excellence</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>A competent and consistent ability to perform an individual part with an excellent understanding and accuracy of pitch, melody and rhythm. Performances feel finalised with confidence and show an excellent awareness of different aspects such as structure, communication, listening and timing.</p>	<p>A competent and consistent ability to compose an interesting melodic or rhythmic pattern using a variety of techniques such as a range note values, conjunct/disjunct movement and a clear sense of intention. Can competently and confidently improvise rhythms using different note values.</p>	<p>A competent and consistent ability to read music using the treble clef on standard notation. Can explain in detail (giving an example) how musical features/elements express qualities such as character, place and emotion in a piece of music.</p>
<p style="text-align: center;">Secure</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>An emerging competence to perform an individual part with a convincing understanding and accuracy of pitch, melody and rhythm. Performances feel finalised and show a clear awareness of different aspects such as structure, communication, listening and timing.</p>	<p>An emerging competence to compose an interesting melodic or rhythmic pattern using some techniques such as different note values, conjunct/disjunct movement and a sense of intention. Can competently improvise rhythms using a different note values.</p>	<p>An emerging competence to work out quickly what the notes are in standard notation on the treble clef. Can explain how musical features/elements express qualities such as character, place and emotion in a piece of music.</p>
<p style="text-align: center;">Developing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>An improving ability to perform an individual part with an understanding and mostly accurate use of pitch, melody and rhythm. Performances are becoming more complete and show an awareness of different aspects such as structure, communication, listening and timing.</p>	<p>An improving ability to compose a melodic or rhythmic pattern with some sense of intention. Can improvise rhythms using different note values.</p>	<p>An improving ability to work out note names using standard notation for the treble clef. Can describe how musical features/elements express qualities such as character, place and emotion in a piece of music.</p>
<p style="text-align: center;">Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>A reasonable ability to perform an individual part with basic understanding of pitch, melody and rhythm. Performances are basic and sometimes follow the part with some accuracy.</p>	<p>A reasonable ability to compose a simple melodic or rhythmic pattern. Can improvise basic short rhythms with guidance.</p>	<p>A reasonable ability to understand the basic rules of standard notation for the treble clef e.g. notes in the space spell FACE. Can list musical features/elements to express some qualities such as character, place and emotion in a piece of music.</p>