



KS3 ASSESSMENT

MUSIC

BRAMHALL HIGH SCHOOL

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Term 1a Bridging Unit – Part 1	<p>Able to use their voice to make music when in a group.</p> <p>Is starting to develop an understanding of what Pulse, Rhythm, Dynamics, Tempo and Pitch are.</p> <p>Can recognise some instrument sounds when played.</p>	<p>Has some control over the pitch, tone and dynamics of their singing voice and confidently uses their voice when in a group.</p> <p>Has an understanding of what Pulse, Rhythm, Dynamics, Tempo and Pitch are.</p> <p>Can recognise some instrument sounds when played.</p>	<p>Has confident control over the pitch, tone and dynamics of their singing voice, solo and in an ensemble.</p> <p>Has a fully sound understanding of what Pulse, Rhythm, Dynamics, Tempo and Pitch are.</p> <p>Can recognise instrument sounds when played.</p>	<p>Able to read treble clef notation comfortably.</p> <p>Able to read and translate musical performance directions.</p> <p>Has passed music grades in an instrument or as a singer.</p> <p>Has confident control over the pitch, tone and dynamics of their singing voice, solo and in an ensemble.</p> <p>Has a fully sound understanding of what Pulse, Rhythm, Dynamics, Tempo and Pitch are.</p> <p>Can confidently recognise instrument sounds when played.</p>

<p>Term 1b Bridging Unit Part 2</p>	<p>Knows how to read some treble clef notes (either the lines or the spaces). Knows how to recognise Ode To Joy if they heard it played. Able to play some of the notes of Ode To Joy on the keyboard. Knows what some of the words Brass, Percussion, Woodwind, Strings, Drone, Call And Response and Improvisation mean.</p>	<p>Knows how to read treble clef notation, by knowing where the notes are and when to go up or down in pitch Knows that Ode To Joy was written by Ludwig Van Beethoven Able to confidently perform Ode To Joy. Knows what some of the words Brass, Percussion, Woodwind, Strings, Drone, Call And Response and Improvisation mean and Is able to use and distinguish between some of them when listening to music.</p>	<p>Knows how to confidently read treble clef notation, by knowing where the notes are and when to go up or down in pitch Knows that Ode To Joy was written by Ludwig Van Beethoven in 1824 or in the Romantic Period. Able to confidently perform Ode To Joy and add given chords to it on their instrument or on a keyboard. Knows what most of the words Brass, Percussion, Woodwind, Strings, Drone, Call And Response and Improvisation mean and Is able to use and distinguish between most of them when listening to music.</p>	<p>Knows how to confidently read treble clef notation, including how to read notes on Leger lines. Able to confidently work out and notate missing notes of well-known melodies by reading and playing treble clef notation on their instrument or on a keyboard. Knows that Ode To Joy was written by Ludwig Van Beethoven in 1824 in the early Romantic Period. Able to confidently perform Ode To Joy on their instrument from treble clef notation, or add accompaniment to it on a keyboard. Knows what the words Brass, Percussion, Woodwind, Strings, Drone, Call And Response and Improvisation mean and Is confidently able to use and distinguish between them when listening to music.</p>
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<p>Term 2a World Music Part 1</p>	<p>Knows that Greensleeves was allegedly written by Henry VIII. Is able to play some of the notes of Greensleeves on the keyboard.</p>	<p>Knows that Greensleeves was allegedly written by Henry VIII. Is able to play Greensleeves fluently with one hand on the keyboard.</p>	<p>Knows that Greensleeves was allegedly written by Henry VIII. Is able to read and play Greensleeves from treble clef notation on their instrument or fluently with one hand on the keyboard.</p>	<p>Knows that Greensleeves was allegedly written by Henry VIII but is widely accepted to be a folk melody written somewhere between the 16th and 17th centuries. Is able to confidently read and play Greensleeves from treble clef notation on their instrument or add appropriate chords to it on the keyboard.</p>
<p>Term 2b World Music Part 2</p>	<p>Can recall the name of at least one of the Indian instruments we have studied including Sitar, Tabla, Dhol, Sarangi and Tumbi. Knows what some of the words Drone, Raga and Scale mean and can play the notes of a Raga scale in order. Knows that a famous band called The Beatles wrote a song called Within Without You.</p>	<p>Knows and can recall some of the names of the Indian instruments we have studied including Sitar, Tabla, Dhol, Sarangi and Tumbi and can confidently recognise them when they hear them played out loud. Knows what the words Drone, Raga and Scale mean and can improvise with the Raga scale in time with a beat and drone. Knows that The Beatles wrote Within Without You, which is heavily influenced by Indian music.</p>	<p>Knows and can confidently recall most of the names of the Indian instruments we have studied including Sitar, Tabla, Dhol, Sarangi and Tumbi and can confidently recognise them when they hear them played out loud.</p>	<p>Knows and can confidently recall the names of all of the Indian instruments we have studied including Sitar, Tabla, Dhol, Sarangi and Tumbi and can confidently recognise them when they hear them played out loud.</p>

			Knows what the words Drone, Raga and Scale mean and has created a melody using a Raga scale. Knows that The Beatles wrote Within Without You, which is heavily influenced by Indian music and knows some more information about the song/album.	Knows what the words Drone, Raga and Scale mean and can confidently use them with both hands on the keyboard to create an extended piece of Indian influenced music. Knows that The Beatles wrote Within Without You, which is heavily influenced by Indian music, uses the Sitar, and belongs to their famous Sergeant Pepper's album released in 1967.
Term 3a Western Classical Tradition Part 1	Knows that Jean-Phillipe Rameau is likely to have written Frere Jacques. Knows what at least a couple of the words Theme, Variation, Major, Minor, Tempo, Rhythm, Dynamics, and chords mean.	Knows that Jean-Phillipe Rameau is the French composer who is likely to have written Frere Jacques. Knows what some of the words Theme, Variation, Major, Minor, Tempo, Rhythm, Dynamics, Chords, Round, Canon and Arpeggios mean, and can hear some of them in music and can employ at least one of them in the composition of a variation on a theme.	Knows that Jean-Phillipe Rameau is the French composer who is likely to have written Frere Jacques. Knows what most of the words Theme, Variation, Major, Minor, Tempo, Rhythm, Dynamics, Chords, Round, Canon and Arpeggios mean, and can hear most of them in music and can employ some of them in the composition of a variation on a theme.	Knows that Jean-Phillipe Rameau is the French composer who is likely to have written Frere Jacques. Knows that Rameau was a famous French classical composer in the 18 th century. Knows what the words Theme, Variation, Major, Minor, Tempo, Rhythm, Dynamics, Chords, Round, Canon and Arpeggios mean, can hear them in music and can employ them in variation composition.

				Able to create multiple, complex variations of Frere Jacques (or similar melody) by making use of tonality, chords, rhythm, arpeggios and sonorities
Term 3b Composing Popular Songs On Bandlab	Knows what chords and chord sequences are and can play some chords. Knows how to put samples on top of each other in Bandlab.	Knows what chords and chord sequences are and can compose and play their own chord sequence. Knows how to use and combine samples to create coherent musical ideas in Bandlab.	Knows what chords and chord sequences are and can compose and fluently play their own chord sequence. Knows how to use the MIDI keyboard to record in their own musical ideas into Bandlab.	Knows what chords and chord sequences are and can compose and fluently play multiple chord sequences. Can create an instrument or vocal melody that fits with their chord sequence. Knows how to use the MIDI keyboard to record in their own musical ideas into Sibelius.

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Term 1a Western Classical Tradition – Variations Part 2	Knows that Ode To Joy was written by Ludwig Van Beethoven. Knows what Theme and Variations structure is. Knows how to explain the difference between major and minor. Knows what some of the words Tempo, Tonality, Dynamics, Rhythm and arpeggios mean.	Knows that Ode To Joy was written by Ludwig Van Beethoven. Knows what Theme and Variations structure is. Knows the difference between what major and minor sound like. Knows how to use a variety of musical elements including Tempo, Tonality, Dynamics, Rhythm and arpeggios to create at least one variation on a theme.	Knows that Ode To Joy was written by Ludwig Van Beethoven in 1824 or in the early Romantic Period. Knows what Theme and Variations structure is and how to recognise it in music. Knows the difference between what major and minor sound like. Knows how to use a variety of musical elements including Tempo, Tonality, Dynamics, Rhythm and arpeggios to create at least one variation on a theme.	Knows that Ode To Joy was written by Ludwig Van Beethoven in 1824 in the early Romantic Period. Knows what Theme and Variations structure is and how to recognise it in music. Knows the difference between what major and minor sound like and how to use tonality creatively. Knows how to use a variety of musical elements including Tempo, Tonality, Dynamics, Rhythm and arpeggios to create multiple complex variations on a theme.

<p>Term 1b Western Classical Music – Variations Part 2</p>	<p>Knows that Johann Pachelbel composed Pachelbels’ Canon. Knows what chords are and can play chord sequences in the right order. Knows what some of the musical words including Tempo, Tonality, Dynamics, Rhythm, style, sonority and arpeggios mean.</p>	<p>Knows that Johann Pachelbel composed Pachelbels’ Canon. Knows what Ground Bass is, and what a Harpsichord is. Knows what chords and chord sequences are and can play chord sequences fluently. Knows how to use a variety of musical elements including Tempo, Tonality, Dynamics, Rhythm, style, sonority and arpeggios to create at least one variation on a theme.</p>	<p>Knows that Johann Pachelbel composed Pachelbels’ Canon. Knows what Ground Bass is, what a Harpsichord is and what it sounds like. Knows what chords and chord sequences are and can play chord sequences fluently. Knows how to use a variety of musical elements including Tempo, Tonality, Dynamics, Rhythm, style, sonority and arpeggios to create multiple variations.</p>	<p>Knows that Johann Pachelbel composed Pachelbels’ Canon and the estimated year of composition. Knows that Johann Pachelbel was a Baroque composer. Can articulate multiple reasons why Pachelbel’s Canon is so culturally significant including its use in pop songs (can give examples) and its widespread use in weddings/ funerals/events. Knows what Ground Bass is, what a Harpsichord is and what it sounds like. Knows what chords and chord sequences are and can play chord sequences fluently with two hands using bass lines and arpeggios. Knows how to use a variety of musical elements including Tempo, Tonality, Dynamics, Rhythm, style, sonority and arpeggios to create multiple complex variations of the chord progression.</p>
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<p>Term 2a Music for Film/Media – Part 1</p>	<p>Knows who that John Williams is a film composer. Knows the names of some Orchestral instruments and what they sound like. Knows what at least one of the words drone, call and response, improvisation and ostinato mean. Able to play some of the notes of film themes on the keyboard.</p>	<p>Knows who John Williams is and knows at least one film he has written music for. Knows the names of the four orchestral families. Knows what some of the words drone, call and response, improvisation and ostinato mean. Knows what melodic shape is. Able to play film themes on their instrument or the keyboard.</p>	<p>Knows who John Williams is and knows the names of some films that John Williams has composed music for. Knows the names of the four orchestral families and some instruments that belong to each one. Knows what the words drone, call and response, improvisation and ostinato mean. Knows what melodic shape is. Able to play film themes on their instrument or the keyboard fluently.</p>	<p>Knows who John Williams is and how culturally significant he is. Knows multiple films that John Williams has composed music for. Knows the names of the four orchestral families and can confidently spot the difference between what they all sound like. Knows how to spot the difference between drones, call and response, improvisations and ostinatos. Can recognise melodic shapes and has a good musical ear for pitch changes. Able to play film themes on their instrument and/or add chords with left hand to a melody played on a keyboard.</p>
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<p>Term 2b Jazz and Blues Part 1 – Hooks And Riffs</p>	<p>Knows who Jaco Pistorius is. Knows what a riff/ostinato is and can play the notes of a riff in the right order. Knows what Call and Response is. Knows what improvisation is.</p>	<p>Knows who Jaco Pistorius is. Knows what a riff/ostinato is and is able to fluently play a riff on the keyboard or Xylophone. Knows what Call and Response is and how to spot it in music. Knows what improvisation is and can improvise patterns with a pentatonic scale.</p>	<p>Knows who Jaco Pistorius is, his instrument and the genre of music he played. Knows what a riff/ostinato is and is able to fluently play a riff on the keyboard or Xylophone. Knows what Call and Response is and how to spot it in music. Knows what improvisation is and what a pentatonic scale is and can confidently improvise extended patterns with a pentatonic scale.</p>	<p>Knows who Jaco Pistorius is, his instrument and the genre of music he played. Knows the name of other great Jazz composers including Louis Armstrong. Knows what a riff/ostinato is and why they are important in music, especially Jazz and its sub-genres, and is able to read and play a riff from treble clef notation on their instrument or with chords on a keyboard. Knows what Call and Response is and how to spot it in music. Knows what improvisation is and what a pentatonic scale is and can confidently improvise extended patterns with a pentatonic scale.</p>
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<p>Term 3a Musical Futures – Popular Song Performances</p>	<p>Knows the name of a pop artist or band. Knows what a chord sequence is and can play one in the right order with the right notes.</p>	<p>Knows the name of a highly influential pop artist or band like The Beatles or Elvis Presley. Knows what a chord sequence is and can play one fluently. Knows how to read and play popular songs using a variety of informal notations.</p>	<p>Knows the names of some pop artists and bands since the 1950s, including The Beatles and Elvis Presley for example. Knows what a chord sequence is, what a four chord song is and can play them fluently. Knows what a melody is and can play a melody. Knows how to read and play popular songs using a variety of informal notations.</p>	<p>Knows the names of multiple influential pop artists and bands since the 1950s, including The Beatles and Elvis Presley for example. Knows the importance of chord sequences, what a four chord song is and can play them fluently with bass notes. Knows the importance of melodies, what they are and how to play them with chord sequences. Knows how to read and play popular songs using treble clef notation.</p>
<p>Term 3b Composing Pop/Rock Music on Instruments and/or Bandlab/ Sibelius</p>	<p>Knows the name of a pop artist or band. Knows what a chord sequence is and can create one. Knows what some of the words verse, chorus and middle 8 mean. Can combine samples with each other in Bandlab.</p>	<p>Knows the name of a highly influential pop artist or band like The Beatles or Elvis Presley. Knows what a chord sequence is and can create and play one. Knows what the words verse, chorus and middle 8 mean. Can combine MIDI recordings with samples in Bandlab.</p>	<p>Knows the names of some pop artists and bands since the 1950s, including The Beatles and Elvis Presley for example. Knows what a chord sequence is and can create and play one fluently.</p>	<p>Knows the names of multiple influential pop artists and bands since the 1950s, including The Beatles and Elvis Presley for example. Knows what a chord sequence is, what chord numbers are, and can create a pop chord sequence in any key using chords I, IV, V, and VI.</p>

			<p>Knows what the words verse, chorus and middle 8 mean and can create multiple different chord sequences to use as verse, chorus and middle 8 chord sequences. Can successfully combine MIDI recordings with samples in Bandlab.</p>	<p>Knows what the words verse, chorus and middle 8 mean and can create multiple different chord sequences to use as verse, chorus and middle 8 chord sequences. Can manipulate audio samples in Bandlab with sophistication and combine them with MIDI recordings OR record coherent pop music ideas into Sibelius, combining melodic ideas with harmonic ideas.</p>
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Term 1a+b Jazz and The Blues – Part 2	<p>Knows the names of some great Jazz composers including, Louis Armstrong, Miles Davis, Herbie Hancock, Charlie Parker, Dave Brubeck etc.</p> <p>Knows the names of a few typical jazz instruments (saxophone, trumpet etc)</p> <p>Knows what the 12 bar blues full sequence is in C major.</p> <p>Knows what a walking bass line is.</p>	<p>Knows the names of some great Jazz composers including, Louis Armstrong, Miles Davis, Herbie Hancock, Charlie Parker, Dave Brubeck etc.</p> <p>Knows what the 12 Bar Blues sounds like and what the full sequence is in C major.</p> <p>Knows what a walking bass line is and can play it with 12 bar blues chords fluently.</p> <p>Knows what swing is.</p>	<p>Knows the names of some great Jazz composers including, Louis Armstrong, Miles Davis, Herbie Hancock, Charlie Parker, Dave Brubeck etc.</p> <p>Knows what the 12 Bar Blues sounds like, can spot it in C major, and the full chord sequence in C major.</p> <p>Knows what a walking bass line is and can play it with 12 bar blues chords fluently.</p> <p>Knows what swing is and can play swung quavers in their 12-bar blues performance.</p> <p>Knows how to improvise with the blues scale and can create extended patterns.</p>	<p>Knows the names and cultural influence of multiple great Jazz composers including, Louis Armstrong, Miles Davis, Herbie Hancock, Charlie Parker, Dave Brubeck etc.</p> <p>Knows what the 12 Bar Blues is in great detail, where it came from, what it sounds like, can spot it in different keys, tempos, styles and on different instruments.</p> <p>Knows how to play the 12 Bar Blues in multiple keys because they know the chord numbers of the 12-bar sequence.</p> <p>Knows what a walking bass line is and can play it with 12 bar blues chords fluently.</p> <p>Knows what swing is and can play swung quavers in their 12-bar blues performance.</p>

				<p>Knows how to construct and play 7th chords in their 12-bar blues chord sequence.</p> <p>Knows how to improvise with the blues scale and can create extended patterns.</p>
<p>Term 2a+b Popular Music Performance/Composition</p>	<p>Knows how to spot some instrument sounds when listening to and appraising pop music.</p> <p>Knows what some of the words chords, arpeggios, ostinatos and bass lines mean.</p> <p>Knows how what the words tempo and tonality mean in music.</p> <p>Able to suggest how composers use musical elements to create variations between verses and choruses.</p> <p>Knows how to create a 4-chord sequence in G major.</p> <p>Has a sound understanding of the standard verse/chorus pop structure.</p>	<p>Knows how to spot some instrument sounds when listening to and appraising pop music.</p> <p>Knows what some of the words chords, arpeggios, ostinatos and bass lines mean and how to spot them in music.</p> <p>Knows how to spot how many different chords there are in a chord sequence.</p> <p>Knows how to describe the tempo and tonality of a piece of music.</p> <p>Able to suggest how composers use musical elements to create variations between verses and choruses.</p>	<p>Knows how to spot most instrument sounds when listening to and appraising pop music.</p> <p>Knows what most of the words chords, arpeggios, ostinatos and bass lines mean and how to spot them in music.</p> <p>Knows the different technical names for voices.</p> <p>Knows how to spot how many different chords there are in a chord sequence.</p> <p>Knows how to describe the tempo and tonality of a piece of music.</p> <p>Knows how composers use musical elements to create variations between verses and choruses.</p>	<p>Knows how to spot instrument sounds confidently when listening to and appraising pop music.</p> <p>Knows what chords, arpeggios, ostinatos and bass lines are and how to spot them in music.</p> <p>Knows the different technical names for voices and how to spot the difference between them when listening to them.</p> <p>Knows how to spot how many different chords there are in a chord sequence.</p> <p>Knows how to describe the tempo and tonality of a piece of music.</p>

		<p>Knows how to create a 4-chord sequence in G major and can play it. Has a sound understanding of the standard verse/chorus pop structure.</p>	<p>Knows how to create a 4-chord sequence in G major or C major and can play it fluently. Knows how to create a melody that fits over their chord sequence. Has a sound understanding of the standard verse/chorus pop structure.</p>	<p>Knows how composers use musical elements to create variations between verses and choruses. Knows how to create multiple different chord sequences in multiple different keys and can play them fluently. Knows how to create multiple melodies that fit over their chord sequences and cadence points. Has a sound understanding of the standard verse/chorus pop structure but also knows the slight variations on this that are used.</p>
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<p>Term 3a+b Music For Film/Media Part 2</p>	<p>Knows the name of an influential film music composer. Knows how to explain the difference between major and minor. Knows what drones and dissonance are. Knows how to use drones, dissonance, and appropriate instrument sounds to create a piece of Horror Film music.</p>	<p>Knows the name of an influential film music composer and what film they have written music for. Knows how to explain the difference between major and minor. Knows what dissonance is. Knows the difference between a film theme and a leitmotif. Knows how to use drones, dissonance, appropriate instrument sounds and minor chords to create a piece of Horror Film music.</p>	<p>Knows the names of some influential film music composers and what film they have written music for. Knows how to explain the difference between major and minor. Knows what dissonance and consonance is and what these are used for in film music. Knows what chromatic means and what it sounds like. Knows the difference between a film theme and a leitmotif. Knows how to use drones, dissonance, appropriate instrument sounds, minor chords and chromatic notes to create a piece of Horror Film music.</p>	<p>Knows the names of multiple influential film music composers and what they have written music for, including John Williams, Hans Zimmer, Thomas Newman, Danny Elfmann and John Barry. Knows what tonality is and can spot when a chord our piece of music is major or minor. Knows what dissonance and consonance is, what these are used for in film music and how to create both with any two notes on the piano keyboard. Knows what chromatic means and what it sounds like. Knows the difference between a film theme and a leitmotif. Knows how to use drones, dissonance, chromatic notes, appropriate instrument sounds, minor chords and minor scales to create a piece of Horror Film music that includes a successful theme or leitmotif.</p>
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