

DHSG Lower Years Assessment Framework

MUSIC



LOWER YEARS (Years 7 to 8)

MIDDLE YEARS (Years 9 to 11)

	Developing (D)	Secure (S)	Mastering (M)
Know- ledge	<p>With support can demonstrate knowledge of a range of musical genres and terms.</p> <p>Assessed through musical vocabulary retrieval tasks and quizzes</p>	<p>Often demonstrates accurate knowledge of a range of musical genres and terms.</p> <p>Assessed through musical vocabulary retrieval tasks and quizzes</p>	<p>Consistently and independently demonstrates accurate knowledge of a range of musical genres and terms.</p> <p>Assessed through musical vocabulary retrieval tasks and quizzes</p>
Under- standing	<p>With support demonstrates musical understanding through the three pillars of Music (performing, composing and appraising) attempting to use appropriate musical techniques and language. With support uses appropriate musical language to analyse and evaluate own and others' work.</p> <p>Assessed through listening and appraising tasks</p>	<p>Often demonstrates musical understanding through the three pillars of Music (performing, composing and appraising) using appropriate musical techniques and language. Often uses appropriate musical language to analyse and evaluate own and others' work.</p> <p>Assessed through listening and appraising tasks</p>	<p>Consistently demonstrates musical understanding through the three pillars of Music (performing, composing and appraising) using appropriate musical techniques and language. Consistently uses appropriate musical language to analyse and evaluate own and others' work.</p> <p>Assessed through listening and appraising tasks</p>
Skills	<p>With support, performs and composes in an appropriate style with reasonable levels of accuracy and fluency. With support is able to create some variety and contrast through the basic application of musical elements. With support is able to work either independently and/or as part of an ensemble producing simple performance and composition work.</p> <p>Assessed through performing and composing tasks</p>	<p>Often performs and composes in an appropriate style with good levels of accuracy and fluency. Often adds own interpretation and creates some variety and contrast through the application of a range of musical elements. Is often able to work both independently and as part of an ensemble producing mostly as part of an ensemble producing mostly effective performance and composition work. Assessed through performing and composing tasks</p>	<p>Consistently performs and composes in an appropriate style with high levels of accuracy and fluency. Consistently able to add own interpretation and create variety and contrast through the application of a range of musical elements. Consistently able to work both independently and as part of an ensemble with a creative approach and high level of musicianship producing well developed performance and composition work.</p> <p>Assessed through performing and composing tasks</p>

