

Year 8 Music Assessment Criteria

Band	Year 8
	<p><u>Performing</u></p> <ul style="list-style-type: none">• Perform fluently and accurately• Perform demanding rhythmic/melodic parts• Use musical element expressively• Make subtle adjustments to your part in an ensemble performance to improve the overall quality• Show leadership in group work• Sing with good diction• Sing with phrasing <p><u>Listening</u></p> <ul style="list-style-type: none">• Listen for, identify and explain the use of musical devices in context• Analyse your own and others' work, and refine your work in relation to its intended purpose and function• Suggest strategies to others to refine their work <p><u>Composing</u></p> <ul style="list-style-type: none">• Use instrument specific techniques• Use a wide-ranging and stylish combination of musical devices, elements and instrumental techniques.• Compose music with a strong sense of wholeness
	<p><u>Performing</u></p> <ul style="list-style-type: none">• Perform in time• Perform by ear and from different forms of notation• Combine a range of musical elements to achieve an intended effect/mood• Use playing techniques appropriate to the style and instrument• Perform rhythmically/melodically complex parts• Sing in tune with some expression• Maintain a more complex part in an ensemble <p><u>Listening</u></p> <ul style="list-style-type: none">• Evaluate your own and others' work, suggesting improvements• Justify the musical devices and elements used in your own and others' work

	<ul style="list-style-type: none"> • Listen to and refine your work, taking into account its purposes and functions. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Use a range of musical elements • Use playing techniques appropriate to the style and instrument • Use musical devices appropriate to the style of the music • Compose music for a specific purpose, combining appropriate devices, techniques and elements.
	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Maintain your part when performing as a group • Perform simple parts in an ensemble with an awareness of others • Perform by ear and from simple notation <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify elements of music • Explain how elements of music are used • Identify areas for improvement in your own and others' work <p><u>Composing</u></p> <ul style="list-style-type: none"> • Compose simple rhythmic and melodic patterns which fit together • Use simple structures • Combine musical ideas
	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Copy simple patterns • Perform simple patterns with some sense of pulse • Use symbols to represent and recall sounds • Take part <p><u>Listening</u></p> <ul style="list-style-type: none"> • Recognise obvious changes and sounds • Identify simple melodic/rhythmic patterns • Identify changes in musical elements • Identify good features of your own work and others' work. <p><u>Composing</u></p> <ul style="list-style-type: none"> • Organise sounds into simple structures

	<ul style="list-style-type: none">• Make basic use of musical elements to demonstrate a simple effect or change of mood• Compose simple rhythmical patterns
	<p><u>Performing</u></p> <ul style="list-style-type: none">• Perform rhythmically simple parts with a limited range of notes• Perform repeated patterns• Copy simple patterns• With encouragement, take part in a performance• Sing with some melodic shape <p><u>Listening</u></p> <ul style="list-style-type: none">• Recognise how sounds can be organised• Recognise obvious changes in music• Identify good features in your own work <p><u>Composing</u></p> <ul style="list-style-type: none">• Organise sounds into simple structures• Make basic use of musical elements to demonstrate a simple effect or change of mood• Compose a pattern that can be repeated as an ostinato