



LOWER SCHOOL GRADE DESCRIPTORS

MUSIC

YEAR 7	4	Pupils will be able to read and write basic notation on treble and bass clef with some errors. Pupils will be able to recognise and perform the major and pentatonic scale. Pupils can create a simple step-based melody and chord progression making appropriate use of steps and leaps. Pupils can recognise and create a riff and ostinato. Pupils can aurally identify and analyse the basic elements of music. Pupils can analyse musical elements such as tempo and dynamics using correct vocabulary.
	5	Pupils are confident in writing and reading basic notation in both clefs, able to interpret different note values and pitches on a staff with minimal errors. Pupils will be able to recognise and perform the chromatic, major and pentatonic scale. Pupils can create a chord progression and melody making use of harmony and non-harmony notes effectively. Pupils can recognise and create a riff and ostinato pedal that each accompany a melody. Pupils can aurally identify and analyse the elements of music, evaluating their use in performances and compositions.
YEAR 8	6	Pupils are confident in analysing and evaluating applied music that has been written with a specific goal or brief. Pupils can give detailed constructive feedback on their own or others' performances. Pupils are able to analyse and evaluate the use of elements in a piece of music in the classical and popular style, and create a variation or cover using the elements in a different way. Pupils can perform an individual role in an ensemble performance. Pupils can improvise using a limited scale. Pupils are able to compose music that has a clear narrative using a range of elements, particularly manipulating timbre, harmony and melody. Pupils are also able to draw on this to create their own pop or rock song that adheres to a traditional structure. Pupils can compose using inverted chords.
YEAR 9	7	Pupils are confident in analysing and evaluating the impact of context on a piece of music such as the historical or personal impact on a composition or style. Pupils can compose pieces of music in specific styles, demonstrating knowledge of how context influences how musical elements are used. In so doing pupils will use more advanced rhythmic techniques (such as syncopation and displacement), harmonic techniques (such as diminished chords and 7ths), structural techniques (such as composing in movements) and melodic techniques (such as creating and developing a motif or improvising with more complex scales).
	EP	Pupils are able to perform at ABRSM Grade 4 level or above. Pupils can compose using a wide variety of complex rhythmic, harmonic and melodic ideas and are confident in composing in a wide range of styles. Pupils are confident at identifying developing elements of music through aural analysis, and can evaluate the authenticity and success of a composition or performance through such analysis. Pupils demonstrate the skills of a life-long learner, listening around the subject and applying this knowledge to their written and practical work.