

	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	
	1	2	3	4	5	6	7	8
Use of Editing Techniques	An insufficient awareness of how to use simple editing tools (record/delete/change instrument).	Limited awareness of how to use simple editing tools. The work sounds and appears unfinished. There is an attempt at editing the work but there are multiple misjudgements. Students are frequently reminded of how to perform these editing processes.	Basic awareness of editing audio through the use of splitting/trimming and looping. Students are occasionally reminded of how to perform these editing processes.	Adequate awareness of editing audio through the use of splitting/trimming and looping. Students are sometimes reminded of how to perform these editing processes.	Good awareness of editing audio through the use of splitting/trimming and looping. Students have gone further exploring the use of automation and panning. Students are rarely reminded of how to perform these editing processes.	Confident awareness of editing audio through the use of splitting/trimming and looping. Students are able to show and model their knowledge of advanced editing tools (i.e. Automation and panning).	Excellent awareness of editing audio through the use of all editing techniques and tools in Garageband. Students show imagination when using these tools and go beyond their required knowledge of editing at Key Stage 3	Advanced awareness of editing audio through the use of all editing techniques and tools in Garageband as well as professional DAW's. Students show maturity in the arrangement of their ideas and always take into consideration the balance of the overall mix.
Awareness of Timbre	An insufficient awareness of timbre when composing/recording music.	Limited awareness of timbre when composing/recording music. There are many misjudgements in relation to the type of genre being composed	Basic awareness of timbre when composing/recording music. The timbre's are appropriate for the type of genre being composed.	Adequate awareness of timbre when composing/recording music. The timbres are well selected and balanced throughout the piece. The timbre's are suitable for the type of genre being composed.	Good awareness of timbre when composing/recording music. The timbres are used idiomatically throughout the piece and well balanced throughout.	Confident awareness of timbre when composing/recording music. The timbres are used idiomatically throughout.	Excellent awareness of timbre when composing/recording music. All timbres are composed using idiomatic writing throughout the piece showing sensitive awareness of texture.	Advanced awareness of timbre when composing/recording music. Students are able to manipulate sounds from both live and MIDI recordings.
Timekeeping/Synchronization	An insufficient awareness of timekeeping when recording music to a metronome or pre-composed layers.	Limited awareness of timekeeping when recording/organising parts in Garageband. There are too many inconsistencies that detract from the fluency of the part/piece.	Basic awareness of timekeeping when recording/organising parts in Garageband. There are some inconsistencies that detract from the fluency of the part/piece.	Adequate awareness of timekeeping when recording/organising parts in Garageband. There are a few inconsistencies that detract from the fluency of the part/piece.	Good awareness of timekeeping when recording/organising parts in Garageband. Inconsistencies are rarely and do not detract from the overall fluency of the part/piece.	Confident awareness of timekeeping when recording/organising parts in Garageband. Fluency is faultless throughout with a sensitive awareness to other parts and layers.	Excellent awareness of timekeeping throughout. Fluency is faultless throughout with a sensitive awareness to other parts and layers.	Advanced awareness of timekeeping and synchronization throughout. Students are able to use advance tools in Garageband and other DAW's to manipulate the speed of their audio.
Literacy	No awareness of specific keywords relating to Garageband functions.	Basic awareness of specific keywords relating to the scheme of work and Garageband in general.	Basic awareness of specific keywords relating to the scheme of work and Garageband in general.	Adequate awareness of specific keywords relating to the scheme of work and Garageband in general. Students are able to answer questions using some terminology that is specific to the scheme of work they are studying.	Good awareness of specific keywords relating to the scheme of work and Garageband in general. Students are able to answer questions using appropriate terminology and justify their answer with reference to musical features (e.g. Pitch, Tempo, Dynamics, Timbre & Texture).	Good awareness of specific keywords relating to the scheme of work and Garageband in general. Students are able to answer questions using appropriate terminology and justify their answer with reference to musical features (e.g. Pitch, Tempo, Dynamics, Timbre & Texture).	Excellent awareness of specific keywords relating to the scheme of work and Garageband. Students show an in depth sense of knowledge and understanding of all features of Garageband and Music Technology.	Excellent awareness of specific keywords relating to the scheme of work and Garageband. Students show an in depth sense of knowledge and understanding of all features of Garageband and Music Technology.