

	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	
	1	2	3	4	5	6	7	8
Musical Elements	An insufficient attempt to apply the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) – some attempts in the performance are largely unconvincing.	A limited attempt to apply the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) – some attempts during the performance have been misjudged.	A basic attempt to apply the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where basic attempts have been made to create a change in mood or atmosphere in the performance.	An adequate attempt to apply the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where some attempts have been made to create a few changes in the mood or atmosphere of the performance.	A good attempt to apply the effective use of musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where some contrasted and well-placed moods, atmospheres and effects have been made within the performance.	A confident and effective use of the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where contrasted and well-placed moods, atmospheres and effects are communicated effectively in parts within the performance.	An excellent and convincing use of the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where contrasted and well-placed moods, atmospheres and effects are communicated effectively in parts within the performance.	An advanced and sophisticated use of the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where contrasted and well-placed moods, atmospheres and effects are communicated impressively throughout the whole performance
Technique	An insufficient attempt to exploit the instrument, timbres and techniques used. No observation of performance directions or articulation markings.	A limited attempt to exploit the instrument, timbres and techniques used. Performance directions and articulation markings have been observed to limited effect.	A basic attempt to exploit the instruments, timbres and technique used. Performance directions and articulation markings have been used in their most basic form.	An adequate attempt to exploit the instrument, timbres and techniques used. Performance directions and articulation markings have been observed in few places.	A good and appropriate awareness of the instrument, timbres and techniques used. Performance directions and articulation markings have been used well.	A confident and effective awareness of the instrument, timbres and techniques used. Performance directions and articulation markings have been used confidently.	An excellent and convincing awareness of the instrument, timbres and techniques used. Performance directions and articulation have been used convincingly.	An advanced and sophisticated awareness of the instrument, timbres and techniques used. Performance directions and articulation have been used extensively.
Genre, Style & Tradition	An insufficient awareness of contextual factors required to perform in a specific style, genre and tradition, and are not reflected in the composition	A limited awareness of contextual factors required to perform in a specific style, genre and tradition.	A basic awareness of contextual factors required to perform in a specific style, genre and tradition.	An adequate awareness of contextual factors required to perform in a specific style, genre and tradition.	A good awareness of contextual factors required to perform in a specific style, genre and tradition.	A confident and effective awareness of contextual factors required to perform in a specific style, genre and tradition.	An excellent and convincing awareness of contextual factors required to perform in a specific style, genre and tradition.	Advanced use of stylistic compositional devices which are developed, and sophisticated links can be made between the performers and the style, genre and context that it should be reflecting.
Respond & Evaluate	An insufficient attempt to refine and develop performing skills and technique. No clear progress can be identified in the performance.	A limited attempt to refine and develop performing skills and technique following feedback. Limited progress is evident in the performance.	A basic attempt to refine and develop performing skills and technique following feedback. Basic progress is evident in the performance.	A adequate attempt to refine and develop performing skills and technique following feedback. Progress at some points in the performance is evident.	A good attempt to refine and develop performing skills and technique, reflecting on and evidently applying feedback. Progress in most areas of the performance is evident.	A confident attempt to refine and develop performing skills and technique, reflecting on and evidently applying feedback. Progress throughout the performance is clearly evident.	An excellent demonstration of refined and developed performing skills and techniques, reflecting on and evidently applying feedback. Significant progress throughout the performance is clearly evident.	An advanced attempt at refining and developing ideas, reflecting and applying feedback sophisticatedly. Considerable progress throughout the performance is clearly evident.
Literacy	The quality of written work is limited; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.	The quality of written work is generally sound and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.