

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 are largely unconvincing,	A limited attempt to apply the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) – some attempts have been misjudged.	A basic attempt to apply the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where basic attempts to create a change in mood or atmosphere have been made.	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 mood or atmosphere.	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.	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.	An excellent and convincing use of musical elements (pitch, rhythm, tempo, dynamics, structure, texture) where contrasted and well-placed moods, atmospheres and effects are communicated successfully for most of the piece.	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 successfully for most of the piece.
Instrumental Forces	An insufficient attempt to exploit the instruments and techniques used.	A limited attempt to exploit the instruments and techniques used.	A basic attempt to exploit the instruments and techniques used.	A adequate attempt to exploit the instruments and techniques used.	A good and appropriate awareness of the instruments and techniques used.	A confident and effective awareness of the instruments and techniques used..	An excellent and convincing awareness of the instruments and techniques used.	An advanced and sophisticated awareness of the instruments and techniques used.
Genre, Style & Tradition	An insufficient awareness of contextual factors required to compose in a specific style, genre and tradition, and are not reflected in the composition	A limited awareness of contextual factors required to compose in a specific style, genre and tradition.	Basic links can be made between the composition and the style, genre and context it should be reflecting.	Some adequate links can be made between the composition and the style, genre and context that it should be reflecting.	Some good, notable links can be made between the composition and the style, genre and context that it should be reflecting.	Confident use of stylistic compositional devices are effective, and secure links can be made between the composition and the style, genre and context that it should be reflecting.	Excellent use of stylistic compositional devices are convincing, and secure links can be made between the composition and the style, genre and context that it should be reflecting.	Advanced use of stylistic compositional devices which are developed, and sophisticated links can be made between the composition and the style, genre and context that it should be reflecting. The influence of the work of
Respond & Evaluate	An insufficient attempt to refine and develop ideas	A limited attempt to refine and develop ideas following feedback.	A basic attempt to refine and develop ideas following feedback.	A adequate attempt to refine and develop ideas following feedback.	A good attempt at refining and developing ideas, reflecting and applying feedback.	A confident attempt at refining and developing ideas, reflecting and applying feedback.	An excellent attempt refining and developing ideas, reflecting and applying feedback convincingly.	An advanced attempt at refining and developing ideas, reflecting and applying feedback sophisticatedly.
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.