

	Year 9	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 identify the musical elements (pitch, rhythm, tempo, dynamics, structure, texture).	A limited attempt to identify the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) – some attempts when listening have been misjudged.	A basic attempt to identify and discuss the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) when listening to music .	An adequate attempt to identify and discuss the musical elements (pitch, rhythm, tempo, dynamics, structure, texture when listening to music, where simple observations have been made.	A good attempt to identify and discuss the use of musical elements (pitch, rhythm, tempo, dynamics, structure, texture) when listening to music, where some relevant observations have been made.	A confident and effective realisation of the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) when listening to music, where secure observations have been made and explained.	An excellent and convincing realisation of the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) when listening to music, where strong observations have been explained and justified.	An advanced and sophisticated realisation of the musical elements (pitch, rhythm, tempo, dynamics, structure, texture) when listening to music, where mature observations have been justified and developed.
Harmony & Tonality	An insufficient awareness of changes in harmony and tonality when listening to music.	A limited awareness of changes in harmony and tonality when listening to music.	A basic awareness of changes in harmony and tonality when listening to music (two chord changes)	An adequate awareness of changes in harmony and tonality when listening to music (three-four chord changes, major to minor)	A good awareness of changes in harmony and tonality when listening to music (chord changes and patterns, changes from major to minor)	A confident awareness of changes in harmony and tonality when listening to music (multiple chord changes and differing chord patterns/changes in harmony, multiple changes from major to minor)	An excellent awareness of changes in harmony and tonality when listening to music (inversions, 7th chords, related keys, atonality)	An advanced awareness of changes in harmony and tonality when listening to music (substitution chords, added chords, diminished and augmented chords, modulations, modality)
Genre, Style & Tradition	There is an insufficient awareness of contextual factors when listening to specific styles, genres and traditions of music.	A limited awareness of contextual factors when listening to specific styles, genres and traditions of music.	A basic awareness of contextual factors when listening to specific styles, genres and traditions of music.	An adequate awareness of contextual factors when listening to specific styles, genres and traditions of music.	A good awareness of contextual factors when listening to specific styles, genres and traditions of music.	A confident and effective awareness of contextual factors when listening to specific styles, genres and traditions of music.	An excellent and convincing awareness of contextual factors when listening to specific styles, genres and traditions of music.	A mature and sophisticated awareness of contextual factors when listening to specific styles, genres and traditions of music.
Respond & Evaluate	An insufficient attempt to refine and develop observations when listening to and analysing music. No clear progress can be identified during listening activities.	A limited attempt to refine and develop observations when listening to and analysing music following feedback Limited progress is evident during listening activities.	A basic attempt to refine and develop observations when listening to and analysing music following feedback. Basic progress is evident during listening activities.	An adequate attempt to refine and develop observations when listening to and analysing music following feedback Progress in some areas of listening activities is evident.	A good attempt to refine and develop observations when listening to and analysing music, reflecting on and evidently applying feedback. Progress made in most areas of listening activities is evident.	A confident attempt to refine and develop observations when listening to and analysing music, reflecting on and evidently applying feedback. Progress made during listening activities is evident.	An excellent demonstration of refined and developed observations made when listening to and analysing music, reflecting on and evidently applying feedback. Significant progress made during listening activities is clearly evident.	An advanced attempt at refining and developing observations when listening to and analysing music, reflecting and applying feedback sophisticatedly. Considerable progress during listening activities 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.