



KS3 Music: Key concepts and skills

To be a great musician at Tring School you need to work your way through a number of skills in performance, creating and responding at Key Stage 3. Refer to this to help you with your home learning and assessments: it your guide to being a master musician!

	Emerging	Developing	Securing	Mastering
<p>Performing</p> <p>A good musician actively performs during topics, either as soloist or in an ensemble</p>	<p>I can perform and repeat simple patterns</p> <p>I can demonstrate some coordination on an instrument</p> <p>I able to find notes on my instruments with some support</p> <p>I can perform in a group with support from peers and teacher</p> <p>I can perform material with an idea of accurate pitch, intonation and rhythm</p>	<p>I can perform simple music with stepwise melodies</p> <p>I can perform with some fluency and accuracy</p> <p>I can play as part in a group performance be able to rejoin the performance (with support) if mistakes are made</p> <p>I can demonstrates some use of musical elements eg. pitch, rhythm, dynamics</p> <p>I can demonstrate some understanding of the musical style through my performance</p>	<p>I can perform competently on an instrument/voice showing good ensemble skills</p> <p>I can make some attempts to use phrasing and dynamics to add mood and atmosphere to my performance</p> <p>I am able to respond to changes in tempo in my ensemble performance</p> <p>My performance demonstrates a good understanding of the musical style I have chosen</p> <p>I am able to react effectively if mistakes occur during my group performance, or if I make a mistake</p>	<p>I can performs with control, fluency and accuracy, with only a few minor slips</p> <p>I can make good use of phrasing, dynamics and articulation</p> <p>I can perform music with a good sense of communication and interpretation</p> <p>I can perform more challenging pieces</p> <p>I can perform in an ensemble with confidence often displaying leadership skills</p>
<p>Creating</p> <p>A good musician can use a variety of instruments including ICT to create their own compositions and arrangements</p>	<p>I can compose music that copies ideas that I have been shown</p> <p>I can compose music that explores different timbres</p> <p>I can that music can be written down using symbols</p> <p>I can compose a piece that have a sense of organisation to other people that listen to it</p> <p>I can create a simple melodic phrase and rhythmic pattern</p>	<p>I can compose simple music that relates to a brief given to me by my teacher</p> <p>I can demonstrate some understanding and control of the musical elements eg. dynamics, texture</p> <p>I can create melodies that have a sense of shape and that I can sing back</p> <p>I can use simple rhythms and maintain a sense of time within a given time signature eg 3 beats in a bar</p> <p>I can compose pieces that show a simple structure</p>	<p>I can compose music showing that I can develop ideas</p> <p>I can place my musical ideas into a clear structure that shows development</p> <p>I can compose a simple accompaniment to go alongside a melody eg. a repeating bassline or a chord sequence</p> <p>I can use a variety of rhythms to enhance the mood of my piece</p> <p>I can compose using dynamic changes and articulation to achieve contrast</p>	<p>I can compose music that shows a really good ability to develop my musical ideas</p> <p>I can explore beyond basic musical structures and instrumentation</p> <p>I can use trickier rhythms, a simple time signature, and changes in tempo to make a more interesting piece of music</p> <p>I can compose more complex and developed accompaniment</p> <p>I can use a range of musical devices to create effective melody lines eg sequences</p>
<p>Responding</p> <p>A good musician can evaluate and listen carefully creating clear responses both to their own and others work</p>	<p>I can recognise simple musical terms</p> <p>I can identify simple musical changes eg. loud/quiet, up/down</p> <p>I can use adjectives to describe the mood of musical pieces</p> <p>I can graphically notate simple ideas with some accuracy</p> <p>I can demonstrates some knowledge of the context and situation that the music is heard and performed in</p>	<p>I can give a simple reflection on the music that I have performed and that of others</p> <p>I can identify features of music with some help</p> <p>I can demonstrate some understanding of the influence behind a piece of music and where it would be performed- although sometimes I need help with this.</p> <p>I can accurately identify and apply more complex musical changes</p> <p>I can use simple rhythmic durations and melody shape to write out my musical ideas</p>	<p>I can appraise my own and others music, identifying strengths and weaknesses</p> <p>I can analyse (with help) some techniques and devices using correct musical vocabulary</p> <p>I have a good understanding of contextual influences on music I show a sound knowledge and application of differing types of musical notation with the ability to write simple melodic and rhythmic parts with some degree of accuracy</p> <p>I can use adjectives to describe musical features and can explain their effect on the listener</p>	<p>I can make judgements about my own and others' music, using music vocabulary</p> <p>I can identify strengths and areas for development, explaining how these can be developed</p> <p>I can analyse techniques and devices whilst listening</p> <p>I have a good understanding of the contextual influences on music</p> <p>I have the ability to write melodic and rhythmic parts with accuracy</p>

