

## Subject: Music

These are the objectives a student on each Pathway needs to achieve by the end of year 8, to ensure they are making expected progress:

	Demonstrate a sound understanding of popular music, orchestral music and blues music.	Demonstrate the ability to scrutinise different genres of music accurately using the elements of music and key terminology.	Demonstrate the ability to use a variety of elements of music in composition.	Demonstrate the ability to describe how musical elements and devices have effectively been used in an original composition.
<b>Exceptional performance</b>	<ul style="list-style-type: none"> <li>Students describe with confidence the history of popular music, different genres and stylistic features.</li> <li>Students can describe the orchestra and each family of instruments. They can explain the qualities of the instruments and how they are used in performance.</li> <li>Students can describe in detail blues music features and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>Students use a wide range of musical vocabulary whilst describing stylistic features of different genres of music.</li> <li>Students show exceptional understanding of all of the elements of music and can identify their use in musical stimuli.</li> <li>Students naturally use a wide variety of key terminology in speech and writing and it is embedded in their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students use a wide range of elements in their ideas, appropriately and sparingly to convey their musical intentions to the audience.</li> <li>Students show highly original ideas and experiment with different elements and devices to come up with a highly original and creative piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate an exceptional understanding of composition techniques, how to use the elements of music and can write music that has a clear purpose and intent, which is appropriate for its target audience.</li> <li>Students written work shows an exceptional understanding of how they have achieved their composition and justified their musical decisions.</li> </ul>
<b>Pathway 1</b>	<ul style="list-style-type: none"> <li>Students understand the history of popular music, the many genres of it, and can describe the stylistic features of each genre.</li> <li>Students understand the roles each section and instrument plays in the orchestra.</li> <li>Students can describe in detail the features of blues music and give examples of notable musicians.</li> </ul>	<ul style="list-style-type: none"> <li>Students can confidently explain stylist features unique to each genres of music.</li> <li>Students can confidently and accurately refer to the elements of music whilst scrutinising musical stimuli.</li> <li>Students understand and use key terminology correctly in writing and during discussion and it is embedded in their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use a variety of elements in highly creative ways, appropriately in their music.</li> <li>Students understand how they can use the elements of music to achieve specific intentions for their audience.</li> <li>Students have a deep understanding of how each element can be used in composition to convey messages and feelings to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate a sound ability to use a wide variety of musical elements and devices in their composition work.</li> <li>They can explain and justify their use in their music.</li> <li>Students can compose music for a specific purpose, by planning and experimenting with various ideas.</li> </ul>
<b>Pathway 2</b>	<ul style="list-style-type: none"> <li>Students understand the history of popular music, how it evolved through the years and can give examples of notable popular music musicians.</li> <li>Students understand the layout of the orchestra and the qualities of various orchestral instruments.</li> <li>Students can describe in speech and writing how blues music evolved and influenced popular music.</li> </ul>	<ul style="list-style-type: none"> <li>Students can explain the features of each genre of music and how the elements of music have been used.</li> <li>Students can apply key terminology accurately in their writing and speech whilst scrutinising musical stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use a variety of elements in their composition work, appropriately selecting when and how to use them.</li> <li>Students understand how they can use elements to create variety and convey certain 'feelings'.</li> <li>Students understand most elements of music and how they affect music.</li> </ul>	<ul style="list-style-type: none"> <li>Students have made well informed decisions whilst using musical elements in their composition work.</li> <li>They understand why they have used certain elements and devices in their music.</li> <li>They can justify their use and explain their intent.</li> </ul>
<b>Pathway 3</b>	<ul style="list-style-type: none"> <li>Students can explain what popular music is, give examples of popular music artists and understand the differences between popular, folk and art music.</li> <li>Students can recall and describe some history of popular music.</li> <li>Students understand the history of blues music.</li> </ul>	<ul style="list-style-type: none"> <li>Students can describe what they hear, using their own words and some key terminology.</li> <li>Students understand how to use some key words correctly in their writing and speech.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use several elements of music in composition.</li> <li>Students understand how the elements they use affect their composition.</li> </ul>	<ul style="list-style-type: none"> <li>Students are aware that they have used certain elements in their music and can explain why.</li> <li>Students know what elements they have used and can justify their use.</li> </ul>

## KS3 Assessment – Year 8 Progress Grid

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- Students can identify and name orchestral instruments.