

Fortismere: Music Grade Descriptors

Old GCSE grade	Old KS3 level	1-9	MUSICAL ELEMENTS = tempo, pitch, rhythm, dynamics, texture, timbre
			L = listening/ appraising C = composing P = performing
A*		9	L = Detailed knowledge and understanding of set works, genres and music context. Demonstrate insight and wholly accurate aural perception including harmonic understanding in different keys and modes. Write in a formal style with clarity and coherence using key music words to reflect accurate description and interpretation of music heard C = Skilled exploitation and expressive part-writing of original musical ideas and sophisticated composing techniques show detailed understanding of style, genre and application of all musical elements. Ability to read and write music fluently and confident navigation of Sibelius 6 software and Logic Pro 7. P = Consistently performs fluently and accurately with detailed attention to stylistic, technical and expressive demands. Engaging performer.
		8	L = Accurate knowledge and understanding of set works, genres and music context reflecting wholly accurate aural perception. Articulate and write with clarity and coherence using key music words to describe musical features and interpretation of music heard C = Skilled exploitation and expressive part-writing of original musical ideas and composing techniques show excellent understanding of style, genre and most musical elements. Confident manipulation of musical ideas and composing techniques within a unified structure P = Consistently performs fluently and accurately with only very minor misjudgements, with detailed attention to stylistic, technical and expressive demands.
A		7	L = Secure knowledge and understanding of set works, genres and music context. Mostly accurate aural perception including harmonic understanding in different major/ minor keys and modes. Write in a formal style with clarity and coherence, frequently using key music words appropriately. C = Exploitation and expressive part-writing of original musical ideas and sophisticated composing techniques show detailed understanding of style, genre and application of all musical elements. Ability to read and write music fluently using Sibelius 6 software, and some experience of Logic Pro 7. P = Consistently performs fluently and accurately with detailed attention to stylistic, technical and expressive demands. Engaging performer.
B	8	6	L = Good understanding and frequency, and mostly accurate application of key words in response to a music heard. Good level of ability to aurally discriminate between wider intervals of pitch and a variety of more complex rhythms, including notations (treble clef – no leger lines, chord symbols and graphic symbols). C = Effective contribution and leadership in sharing ideas for group composition or individual improvisation. Confident leadership/ ability to adapt/ respond P = Reliable technique and/ or some expression in playing and performing an instrumental or vocal part. Stylistic interpretation.
		5	L = Competent understanding, fairly regular and increasingly accurate application of key words in response to music heard. Ability to aurally discriminate between wider intervals of pitch and a variety of simple rhythms, including notations (treble clef – no leger lines, chord symbols and graphic symbols) C = Effective contribution made frequently in sharing ideas for group composition or individual improvisation. Consistent leadership/ ability to adapt/ respond P = Mostly reliable technique and/ or some expression in playing and performing an instrumental or vocal part. Stylistic interpretation.
C	7	4	L = Satisfactory understanding and occasional application of key words in response to music heard. Able to aurally discriminate between Triadic pitches and a variety of simple rhythms, including notations (treble clef – no leger lines, chord symbols and graphic symbols) C = Effective contribution on occasion in sharing ideas for group composition or individual improvisation. Clear moments of leadership/ able to adapt/ respond P = Reliable technique and/ or some expression in playing and performing an instrumental or vocal part. Clear sense of style
D	6	3	L = Satisfactory understanding and increasingly accurate application of key words in response to music heard. Able to aurally discriminate between conjunct and triadic pitches and simple rhythms, including notations (treble clef – no leger lines, chord symbols and graphic symbols) C = Positive contribution occasionally in sharing ideas for group composition or individual improvisation. Occasional leadership/ able to adapt/ respond P = Reliable technique and/ or some expression in playing and performing an instrumental or vocal part. Stylistic awareness.
E	5	2	L = Developing understanding and generally accurate application of key words in response to music heard. Able to aurally discriminate between conjunct pitches and simple rhythms, including dynamic symbols and notations (treble clef – no leger lines, chord symbols and graphic symbols) C = Occasional contribution in sharing ideas for group composition or individual improvisation, both verbally and using an instrumental/ voice. P = Developing technique and/ or expression in playing and performing an instrumental or vocal part. Some sense of style.
F	4	1	L = Basic understanding and limited application of key words in response to music heard. Basic ability to aurally discriminate between conjunct pitches and simple rhythms, including dynamic symbols and use of notations (treble clef – no leger lines, chord symbols and graphic symbols) C = Limited contribution in sharing ideas for group composition or individual improvisation P = Limited technique and/ or expression in playing and performing an instrumental or vocal part